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ABSTRACT

This report presents a picture of the welfare of children in the St. Louis metropolitan area. Developed by Project Respond, a group addressing the needs of at-risk children in the community, it is an attempt to measure the treatment of children by families, private institutions, government, and other facets of society. The introduction describes the purpose, objectives and methods used for this report. The second section of the report presents the findings in eight categories identified as major factors contributing to childhood risk. The eight categories are: (1) parenting and family environment; (2) basic material needs; (3) maternal and child health; (4) child care and developmental enrichment; (5) education and basic schooling; (6) community and neighborhood environment; (7) poverty and employment; and (8) racism and racial isolation. Each risk factor is briefly discussed, with statistical information presented in tabular form by zip code, and graphically with a map. The final section of the report offers a summary of research findings and recommendations, a community call to action, and Project Respond's proposed agenda. Data sources for the report are listed. (TJQ)

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The Children of Metropolitan St. Louis 1993

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A Report to the Community from Project Respond

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THE CHILDREN OF METROPOLITAN ST. LOUIS

A REPORT TO THE COMMUNITY

Issued by

PROJECT RESPOND

In Collaboration with

THE PUBLIC POLICY RESEARCH CENTERS,
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and
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UNIVERSITY OF MISSOURI-ST. LOUIS

April 1993

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Ralston Purina Company

Acknowledgements

The development of the second Respond Report to the Community owes thanks to many individuals in St. Louis, in the states of Missouri and Illinois and throughout the nation. Deonne Gates, a CORO Fellow from Oklahoma, began the data gathering in May of 1992. In a short five weeks, she managed to locate sources for much of what was needed. Over the summer, Sara McLean, a Project 55 Intern from Princeton University, spent countless hours documenting sources, discussing the implications of data with state and agency officials and preparing the data to be used in the report. During the fall, Tere O'Neil entered the data and colleagues from the Urban Information Center at U.M.-St. Louis worked with staff to find the 1990 census data needed for the report. Linda McDaniel, John Blodgett, and Bee Soo spent hours on the phone and at computers working to make the report beneficial to the St. Louis community. Trish Curtis worked to review all the data and to assure that information was valid. Ritu Gupta, another CORO Fellow, this time from Toronto, did the initial report outline and writing. Final touches were made with the help of Greg Heuing, a volunteer at the St. Louis Archdiocesan Human Rights Office.

Through the winter and early spring, Respond Board members reviewed the report and made concrete recommendations for improvement. They also sought out sources to fund both the report printing and mailing.

Many others throughout the country have helped with data, with underwriting the cost of producing the report, with discussions about sources of information, and about how to estimate and calculate data. We are grateful to all who helped to give the St. Louis ccommunity this picture of children — a picture which presents all St. Louisians with a clear call to action.

Finally and most especially, we thank the Montfort Missionaries who undertook the efforts of Project Respond in 1989 and who have continued to inspire, underwrite and encourage our efforts on behalf of the children in St. Louis who are most in need.

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Foreword

The following report offers a picture of children in the St. Louis metro area. Developed by Project Respond, a group addressing the needs of at-risk children in our community, it is an attempt to measure the treatment of children by families, private institutions, government, and every facet of society.

As the information shows, all is not well. Too many children are at risk of harm to their physical, intellectual, psychological or social well-being. Parents and their families do not have the ability to deal with these problems alone. These issues must receive the attention of the entire community. Our congregations, our businesses, our agencies, our schools, our media, and every other unit of this community must realize that it has a responsibility to the children of St. Louis because they are all our children and we are all their caregivers.

As you read through this information, I hope two things will happen. First, that you will be saddened, and angered, at the degree to which St. Louis' children face needless risks. Second, that your sorrow and anger will become a challenge and you will want to accept greater responsibility for these same children. If that happens to enough of us, then we will work together to resolve the problems.

I am grateful to all who have worked on this report and to all who will use its findings to help our children. May it motivate us to measure our success by the degree to which the children of St. Louis face fewer and fewer risks.

Kaye H. Steinmetz
State Representative, District 77
April 1993

Introduction

"Let us communicate with, speak up for, and invest in our own children, in other people's children, and in all the children of the world with whom our children must live. Let us build the future peace at home and abroad by affirming through our lives and leadership and time and money and caring, the promise and sanctity of each child."

Marian Wright Edelman
The State of America's Children, 1992

"In the waning years of the twentieth century, doing what is right for our kids and what is necessary to save our collective skins will finally come together. Conscience and convenience will converge. We should therefore take heart and not be afraid to apply the hard-edged power of cost-benefit analysis because, for once, this intellectual tool can be used to produce both competitive strength and a kinder and gentler nation."

Sylvia Ann Hewlett
When the Bough Breaks: The Cost of Neglecting Our Children

"Without a vision of a better society, Americans will never be moved to act. The National Commission of Children developed such a vision over two years of sometimes painful and always moving investigation into the lives of children and families and through many months of honest and thoughtful negotiation. We envision a nation of strong and stable families, where every child has an equal opportunity to reach his or her full potential, and where public policies and personal values give highest priority to healthy, whole children. Realizing this vision will require leadership and sustained commitment, significant investments of individual time and attention, and the allocation of financial resources."

Beyond Rhetoric: A New American Agenda for Children and Families
The Final Report of the National Commission on Children

Since the first Project Respond Report to the Community two years ago, we have continued to be deluged with frightening statistics and damning information about the plight of children in our country.

One fourth of the children under six in the United States of America are poor. The teen death rate from accidents, homicides and suicides increased by 12% in the past five years. The high-school drop-out rate in Missouri continues to rise. Approximately 17% of Missouri's children are without health insurance. Twelve of every thousand infants born in Illinois in 1990 died - an increase of over 20% in the past ten years. The news continues to worsen.

In the Spring of 1991, Project Respond published its first report to the community, "Addressing the Needs of St. Louis Children at Risk". The report identified eight factors which are likely to put children at risk. Children suffering under the weight of one or more of these factors are at risk of not having having their basic needs met, at risk of not being able to become productive and creative members of society.

This serious sociological risk is externally imposed on children. It is not based on the child's character or behavior. It is not random or isolated. Whole groups of children, often in geographic concentrations, are affected. The risk, therefore, is termed sociological or environmental. Most importantly, such risk can be avoided or controlled by providing children with the resources and supports commonly available to other young people in the society.

The factors which are identified as putting children at risk are:

1) Parenting and Family Environment
2) Basic Material Needs

3) Maternal and Child Health
4) Child Care and Developmental Enrichment
5) Basic Schooling
6) Community and Neighborhood Environment
7) Poverty and Employment
8) Racism and Racial Isolation

The problem of giving such a list, is that it necessarily simplifies the problem. But the crisis of at-risk children in our community is not simple. The risk factors compound and exacerbate one another, making children's lives increasingly troubled. The gap between what the children need and what they get from family, community and schools is deep and wide.

Lizbeth Schorr in Beyond Our Reach documents that it is the presence of multiple and and interacting risk factors which leads to the most harmful outcomes to our children. More children in American society now face more serious socio-economic risks than at any time in recent history. Children in families with young parents and in single-parent families are especially at risk of "rotten outcomes".

The statistics in this report focus on children, often young children. They have not defaulted on any of life's opportunities, refused to attend school, refused to work or manipulated the welfare system. The failures facing these children are those of the local community and a broader society that have not provided the resources, supports and opportunities so basic to childhood that they are often asserted as rights.

The problem of such prevalent socio-economic risk to children in our community is not simply confined to its young victims. The damage inflicted on these children has already begun to undermine the broader society. Overall educational levels continue to fall. Crime and social dysfunction take over our cities. The economy struggles to compete in a world market. And basic institutions lose credibility.

A Tale of Two Children's Children

In the following tale, we learne what happens to two young, single mothers and their children. In the first case, each of the eight risk factors are addressed in a coordinated and more comprehensive fashion: there is family support and accessible social, educational, and health services. In the second case, the risk factors go unaddressed leaving the mother to fend for herself.

Chapter One – Parenting and Family Environment

Tajuana is 17 and a junior in high school when her child, Michele, is born. Tajuana lives at home with her mother and father. Although they regret that she has become a parent so young, they stand by her and are willing to help raise Michele.

Kerry is 17 and a junior in high school when her child, Arthur, is born. Kerry's mother is 35 and regrets that she lost her own youth by becoming a mother so young. She wants a life, finally, and tells Kerry to find some place else to stay. Kerry's grandmother is "tired" and the rest of her family simply isn't around.

Chapter Two - Maternal and Child Health

Tajuana's mother takes her to the clinic after they discover Tajuana is pregnant. She has pre-natal care from her first trimester on and throughout her pregnancy. She is told about how the baby is growing inside her and why it matters that she not smoke or take drugs. She receives WIC and eats well for a 17-year-old. Michele is born at full term and weighs in at 7 pounds, 4 ounces.

Kerry doesn't really want to go to the doctor and keeps putting it off. She had heard that she could get some money from WIC but that meant getting on a bus and going across town to sign up. She's too busy hanging out with her friends, eating junk food and staying up late. Arthur weighs 5 pounds when he is born at 71/2 months.

Chapter Three - Basic Needs

Tajuana and Michele continue to live with Tajuana's parents. They are poor and the neighborhood is rough, but it's home. At the clinic where she received her pre-natal care, Tajuana met a caseworker who told her how to stay registered in WIC. She is able to contribute to the grocery bill and goes to a shopping and cooking program at the clinic. She learns how much cheaper and easy it is to make some kinds of baby food rather than buy all those jars.

Kerry is having a hard time getting things together. She has a room in her grandmother's house and every now and then her mother gives her a few dollars, but she feels very alone. Even though her boyfriend is still in the picture he doesn't have any money to help her with Arthur. She registers for AFDC and gets it but it only covers the rent to her grandmother, a little food, and diapers. She can't believe how expensive Arthur's clothes are. She gets food stamps but uses them all up in the first two weeks of the month on baby food and formula.

Chapter Four - Child Care

Tajuana was always a good student and she decides she wants to go back and graduate after Michele is born. Her parents both work, though, so she has to make child care arrangements. Luckily, her school has a licensed center and the cost depends on your income. Since she doesn't have any income to speak of, her child care is subsidized. But in order to keep Michele enrolled at the subsidized rate, she must agree to take weekly child-care classes.

Kerry's school doesn't have a child care program so she finds a neighbor to keep Arthur. Though it costs only $30.00 a week, the neighbor cares for eight other children and a lot of the times they are sick. Arthur is often crying and dirty when she picks him up.

Chapter Five - Education

It takes her an extra year, but Tajuana is able to graduate from high school much to her parent's delight. She gets a job at Jack in the Box for a year and saves a little money. One of her aunts is a nurse and Tajuana loves to hear her stories about her patients. The next year, when she is 20 and Michele is 3, Tajuana decides to enroll in the nursing program at the Community College. Michele is eligible for the early childhood education program at the city public school near her parent's house. Tajuana gets out of class just in time to get Michele before school closes.

Arthur was always getting either sick or in trouble at the neighbor's house and Kerry missed a lot of school when she stayed home to take care of him. But Kerry never liked school anyway and she always got bad grades. She could never quite figure out why she should go. By the time Kerry is 21, Arthur has a two-year old half sister named Keisha, and Kerry and her children have moved to one of the housing projects — there simply was not enough room at her grandmother's house for all three of them. Kerry tries to take Arthur and Keisha to Headstart but she doesn't always get them dressed in time to go.

Chapter Six - Community

Tajuana has begun to feel like a real adult. She has access to public transportation allowing her to go to school, which she loves, and get to and from her part-time job at the hospital. Michele is in full-day school and after-school care. Tajuana decides it is time to get their own apartment and she finds a little one-bedroom in a pretty safe neighborhood. It is subsidized through Section 8 but that will automatically decrease when she finishes school.

Kerry is solely dependent on AFDC and spends most of her time just trying to survive. Her housing is subsidized, but they live in a dangerous housing project. There are drug dealers and people getting shot all the time. Arthur and Keisha are rambunctious but she is afraid to let them play outside. They watch a lot of television.

Chapter Seven - Poverty and Employment

Tajuana is 22. Michele is 5 and loves her magnet school. She is very good at art and her brightly colored paintings hang all over the apartment. Tajuana completed her LPN training and is working full-time with her aunt at Barnes Hospital, less than three miles from her home. Tajuana has gotten to know some of the RNs on her floor and would like to go back to shool and get a bachelor's degree in nursing.

Kerry doesn't have much energy most days. She knows that she can't live on AFDC payments, but she doesn't have any incentives to work. Her friends with jobs don't have any money either, and they can't even take their children to the clinic when they get sick. She is depressed and so afraid of failing that she often does not attend the GED classes which are connected with Keisha's Headstart program. She doesn't know what kind of job she could get even if she does get her diploma.

Chapter Eight - Racism and Racial Isolation

Tajuana's apartment is in a racially integrated neighborhood that has a fairly stable mix of renters and home owners. The rental property is about half market value and half Section 8 subsidized, like hers. There is a neighborhood watch program and some retail business down the street. In talking with her co-workers at Barnes, Tajuana learns about insurance that renters can get to protect their furnishings, clothing and other belongings in case of a robbery or fire. She is surprised when she calls the company her co-worker uses to find that she can get the insurance for $12 a month. It means she will have to spend a little less each week on other things, but figures it is worth it to protect her home.

Kerry sometimes feels like she lives on an island. The housing project where she lives is cut off from the rest of the city by a highway and some industrial property. Just going grocery shopping is a huge effort. She has to take the children, wait for the bus on the same corner where there was a drug-related shooting last week, then ride to the grocery store and buy only what she can carry back on the bus. There is one convenience store near her apartment, but the prices are twice as high as at the grocery store. Nearly everyday, one of her neighbor's apartments is broken into. They may not have much to take, but they also are unable to get insurance to protect what they have.

What we do to support and strengthen children, and their children, in our nation is what will give each of us and all of us our future. This report will show where needs of children and families are greatest in metropolitan St. Louis. It is our task to determine how as a community we can meet these needs with our resources, and how we can help each of our children to become a hopeful and productive citizen.

Purpose

By highlighting and explaining the problems serious sociological risk imposes on many children, we hope to make clear not only the horror of such risk but the need to address it quickly, creatively and through a coordinated approach. Armed with the data in this report, we hope the community will be better positioned and more motivated to mount the focused, intensive initiatives required to address the serious risk threatening so many St. Louis children and, ultimately, the community itself.

In 1987, the Metropolitan Association for Philanthropy (MAP) recognized this problem. In its report "At Risk Youth: Problems, Programs, and Prevention", MAP observed that the community's efforts to treat the problems of at-risk youth were insufficient. The report stated: "Prevention efforts are minimal. Public support, comprising the majority of financial resources to programs, has not been stable. The needs of youth are not a priority on the public agenda. Youth service agencies are not in agreement about the most effective ways to reach at risk youth.... This issue needs to be addressed if the community is to be responsive to its youth."

Despite the ongoing, dedicated efforts of many St. Louis service agencies and community organizations, the current local system for treating the needs of children facing such risk continues to be overly complex, inadequately funded and poorly coordinated.

Project Respond's first report to the community focused on problems within the City of St. Louis. In this second report, we examine the plight of at-risk children throughout the metropolitan area, including the City of St. Louis, St. Louis County and Madison and St. Clair counties in Illinois.

Publication of this second report is another step in developing the needed information and promoting understanding of the risk to so many children and families in order to help the metropolitan St. Louis community shape policies and programs that more effectively address the risks to children and families.

Objectives

The primary objectives of this report are:

- To focus community attention on the serious sociological risk faced by many St. Louis children, and to explain why it is necessary for both the children and our society to treat such risk.
- To refine a detailed research model to assess the nature and levels of risk occurring in a particular community and then to conduct this assessment for St. Louis.
- To present research findings on the nature of serious sociological risk to local children; the status of local efforts to address such risk; the policy and program options for improving local efforts to address and treat risk.
- To facilitate a comprehensive, coordinated interdisciplinary community strategy to reduce and alleviate the effects of serious sociological risk on a large and growing number of area children.
- To promote and encourage the on-going review and development of policies which advance the community strategy to reduce serious sociological risk.

Methods

Project Respond did not conduct any original quantitative research to assess risk to children and their families. All of the statistical data used in developing risk assessments are from primary sources. These data were carefully selected, and used only when we were confident that the data were sound. If reliable data for a specific measure could not be secured, for example data regarding immunizations among young children, the measure was not used.

All demographic material used in this report has been derived from the 1990 U.S. Census. Though not all the data which we would like are available, it was decided that using data pre-dating the 1990 Census would be unwise.

There are some data which were readily available in Illinois but not in Missouri and vice versa. Some data were available for one or two counties but not for the metropolitan area. Where these data are used, notes about the problems accompany the data.

Some researchers and many readers of the material urged us to present the data by zip codes rather than by census tracts since zip codes are familiar to many more people than are census tracts. Also, because there is a smaller number of zip codes than census tracts, less data entry is needed. There are certain zip codes that cross county boundaries, and in some cases, because of this, we have been unable to get reliable data. There are also zip codes which have such a small population that data from these zip codes are unreliable. These zip codes are noted at the beginning of the section on research findings and problems are noted.

Some agencies do not gather data by either zip code or census tract because there has been no demand for information in either form. Some of these, however, have offered to gather data by zip code in the future if the data will benefit planning for the children of metropolitan area. Following the printing of the 1993 Report, we will seek the cooperation of others in gathering data in a way that will be more helpful for the next report.

Since the second Project Respond Report to the Community covers metropolitan St. Louis and our first report addressed the City of St. Louis only, we are unable to make comparisons from one period to the next for areas outside the City of St. Louis. In future reports, such area-wide comparisons will be made.

Initial Findings

A large and growing number of St. Louis children face serious sociological risk that threatens their development and survival. This impairs the ability of these children to lead healthy and productive lives.

- Many children face the factors contributing to this risk before the age of six. These children begin life often without adequate pre-natal care and at low birthweight. They are poor, there are not enough Headstart programs in their neighborhoods or sufficient licensed child care, and their mothers are often single parents.
- Young children and their families are not the only victims of serious sociological risk. Without improved education and employment preparation, the well-being of the entire community and viability of the economy also are threatened.
- Sserious risk to children arises primarily from many factors facing their families and located in their neighborhoods.
- Minority children and children in female-headed households are most likely to be poor and are, therefore, at greater risk.
- Left untreated, serious sociological risk is apt to become entrenched and cyclical, imposing steep individual and social costs that increase over time.

Policies and Programs Aimed at Addressing the Need:

Policy initiatives most likely to be effective in addressing profound, multiple, sociological risk are those that are:
- specifically targeted to addressing such risk;
- closely coordinated with the efforts of existing agencies and programs;
- adequately funded; and
- community supported.

- Direct service programs effective in reducing risk or alleviating its effects are those that are:
  - intensive in nature;
  - comprehensive in approach;
  - capably staffed; and
  - responsible to meeting the needs of individuals.

Since the first Respond Report in 1991, a coalition of organizations and individuals from across the St. Louis metropolitan area has been working to better address the needs of children and families most at risk. This collaborative, the Vision for Children at Risk, is developing a community agenda aimed at strengthening comprehensive, coordinated, neighborhood-based services to children and families, and at improving policies which support at-risk children and families.

Geographic Areas of Greatest Concern:

- Those areas of St. Louis City, St. Louis County, and Madison and St. Clair Counties which have the highest rates of child poverty are also those areas in which the data show more abuse and neglect, greater incidence of low birthweight babies, more vacant houses, and a greater likelihood of racial isolation.
- Some sections of the metro area are recently poor. Services to address the needs of poor children and their families have not yet followed the migration to these areas. Headstart programs and other social services are often not located in areas where there is a recent influx of poor children and their families.

Research Findings

As highlighted in the introduction to this report, Project Respond has identified eight major factors contributing to childhood risk. These factors are so inextricably connected, however, that they must be addressed in a comprehensive and coordinated fashion or childhood risk will not be significantly alleviated.

They are:

- Parenting and Family Environment
- Basic Material Needs
- Maternal and Child Health
- Child Care and Developmental Enrichment
- Education and Basic Schooling
- Community and Neighborhood Environment
- Poverty and Employment
- Racism and Racial Isolation

It must be noted, however, that of these factors of childhood risk, two are most critical. Literature, research, and everyday **experience tell us that poverty and racism are the underpinnings of childhood risk**. They are particularly insidious and far-reaching, causing and compounding problems of childhood risk in other areas.

The findings in the report will indicate communities in the St. Louis metropolitan area in which increased efforts need to be concentrated to address childhood risk. To explain each of the factors listed above, this section of the report focuses on one or more of the conditions which indicate the presence of the risk factor. For example, if a young girl is abused, she is at risk in her family environment. Therefore, child abuse and neglect is a condition indicating a risk in the parenting and family environment facts.

There are a number of zip codes for which we have inadequate data. These areas have so few persons that any calculations of data can easily mis-represent reality. Data from these zips is excluded from the report. In Missouri, the following zip codes are excluded: 63018, 63045, 63049, 63069, 63101, 63102, and 63103. In Illinois, data from zips 62086, 62058, 62202, 62222, and 62282 are excluded.

In presenting most findings, we have listed only the data which we consider of serious concern to the community. Data which are above the national norm in specific zip codes are highlighted on maps by darker shading.

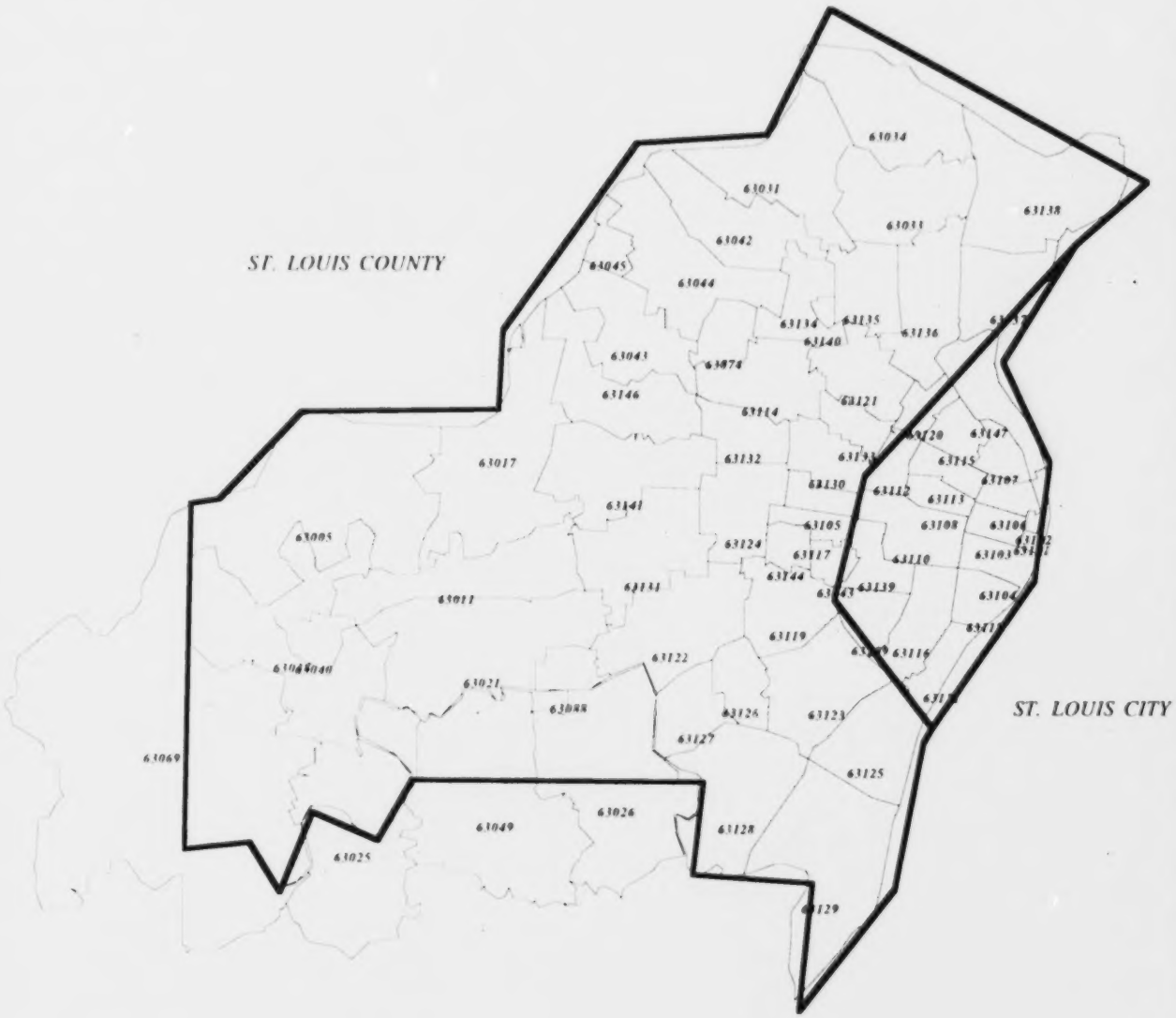
St. Louis County and City, Missouri

ZIPCODE	ZIPCODE
63005	63114
63011	63115
63017	63116
63018**	63117*
63021	63118
63025	63119
63026	63120*
63031	63121
63033	63122
63034	63123*
63038	63124
63040	63125
63042	63126
63043	63127
63044	63128
63045**	63129
63049**	63130
63069**	63131
63074	63132
63088	63133*
63101**	63134
63102**	63135
63103**	63136*
63104	63137*
63105*	63138
63106	63139
63107	63140
63108	63141
63109	63143*
63110	63144
63111	63146
63112	63147
63113	

* These zipcodes cross city-county boundaries.
** These zipcodes contain data that was not usable.

ST. LOUIS COUNTY AND CITY

ZIP BOUNDARY



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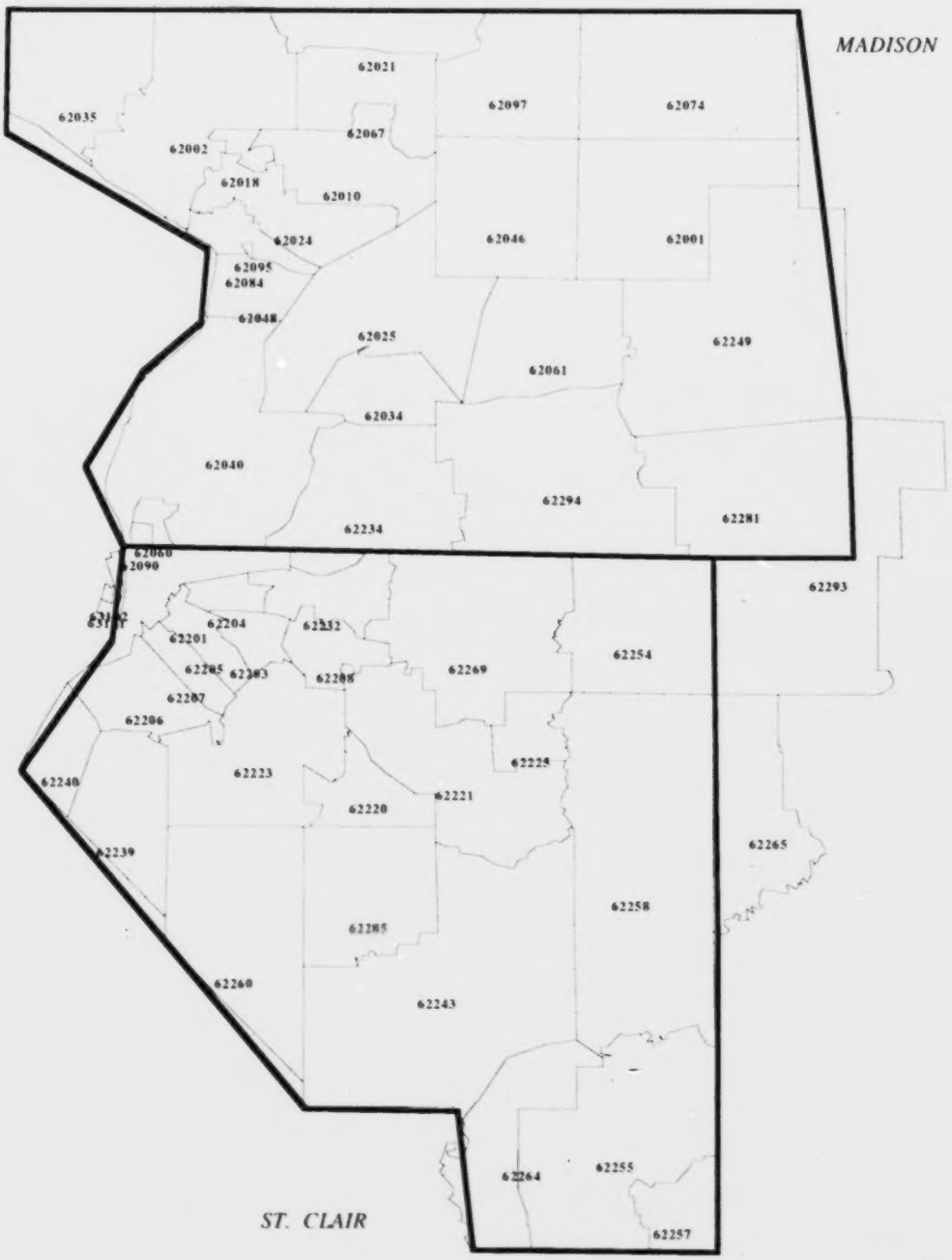
Madison And St. Clair County, Illinois

ZIPCODE	ZIPCODE
62001	62204
62002	62205
62010	62206
62012	62207
62018	62208
62021	62220
62024	62221
62025	62222**
62026	62223
62034	62225
62035	62232
62040	62234
62046	62239
62048	62240
62058**	62243
62059	62249
62060	62254
62061	62255
62062	62257
62067	62258
62071	62260
62074	62264
62084	62265
62086**	62269
62087	62275
62088	62281
62090	62282**
62095	62285
62097	62289
62201*	62293*
62202**	62294
62203	

* These zipcodes cross county boundaries.
** These zipcodes contain data that was not usable.

MADISON AND ST. CLAIR COUNTY, ILLINOIS

ZIP BOUNDARY



Parenting and Family Environment

"America's future is forecast in the lives of its children and the ability of their families to raise them." Beyond Rhetoric: A New American Agenda for Children and Families

Inherent in the status of being a child is the right to be nurtured and supported. Parents are the first and most important providers of a child's care. Effective parenting is critical to a child's ability to grow up with the necessary skills to live a productive and happy life.

Children need parents who will not leave them alone for long periods of time. Children need parents and other adults in the family to talk with them about troubles. Children need families in which hugs are more prevalent than curses. They need food and clothes, discipline, health care and education. But most importantly, children need to know that they are part of a family and society which respects and cares for them.

As we know, not all children are fortunate to have such parents and families. Many of them have little evidence in their young lives that they are cared for and respected. Some family environments, especially those headed by a teenage, single mother or those marked by abuse and neglect, make it nearly impossible for a child to have the sense of support and stability needed to realize their potential.

Parenting and Family Environment
% of Birth to Teen Mothers

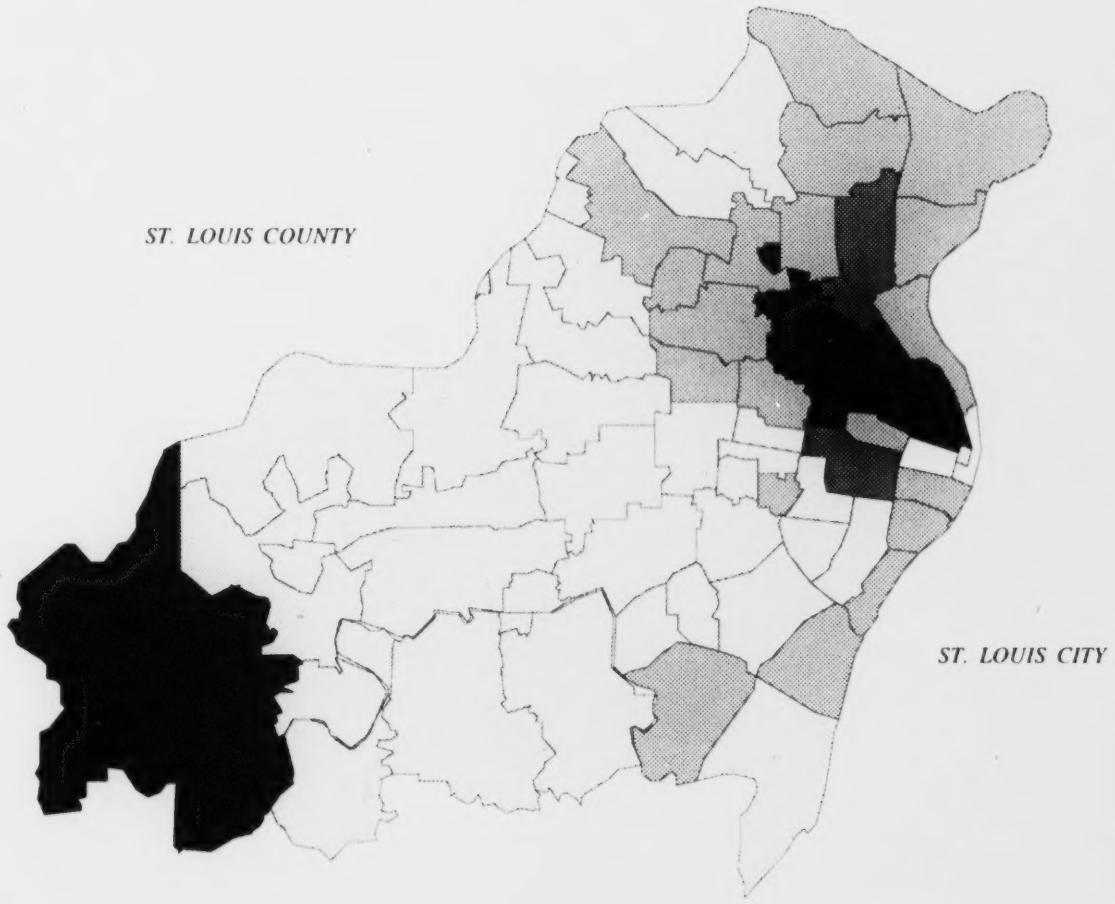
Missouri

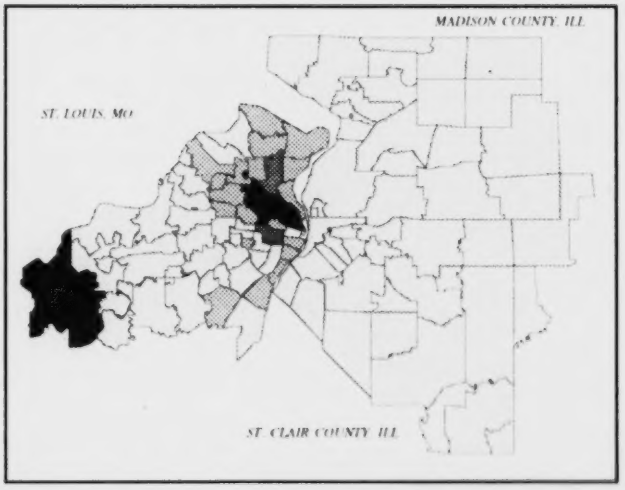
ZIPCODE	BIRTHS TO TEEN MOTHERS
63140	80.49
63121	41.96
63106	39.79
63120	35.78
63107	35.73
63133	35.28
63112	34.07
63115	32.57
63113	32.51
63110	25.25
63136	24.78
63074	19.64
63034	19.52
63132	19.18
63111	18.44
63108	18.32
63104	17.92
63147	17.89
63118	17.43
63135	16.05
63114	15.26
63044	14.97
63130	14.22
63143	11.18
63137	10.88
63134	10.86
63033	10.04
63128	9.91
63125	9.69
63138	9.35

Births to teen mothers, especially when the teen is young and single, pose risk both to the teen and her child. Teens - still children themselves - are usually not in a position to provide the support and nurturing needed to give the child a good start in life.

Measure: Children born to mothers under 20 years old
Norm: Rate of births to teen mothers above the national norm of 8.6%
Data Source: Public Health Data - St. Louis City, St. Louis County and Illinois Department of Health

% OF BIRTHS TO TEEN MOTHERS BY ZIP CODE





% OF BIRTHS TO TEEN MOTHERS

- 0.00% to 8.60%
- 8.61% to 20.00%
- 20.01% to 30.00%
- 30.01% to 100.00%

* NATIONAL NORM 8.6% OF BIRTHS ARE TO TEEN MOTHERS

Parenting and Family Environment

Number of Children Per Thousand Who Are Reported to Be Abused And/Or Neglected

Missouri

ZIPCODE	ABUSE / NEGLECT
63140	236.01
63113	143.14
63118	132.20
63108	123.78
63112	115.40
63107	114.33
63106	114.27
63120	110.54
63133	105.86
63111	91.35
63104	86.10
63115	81.07
63110	80.62
63134	71.17
63088	70.01
63147	68.75
63143	68.56
63114	57.04
63074	55.03
63121	53.46
63136	52.99
63025	51.51
63130	50.49
63135	45.97
63132	40.66
63125	40.59
63116	38.30
63042	29.42
63117	29.25
63138	26.84

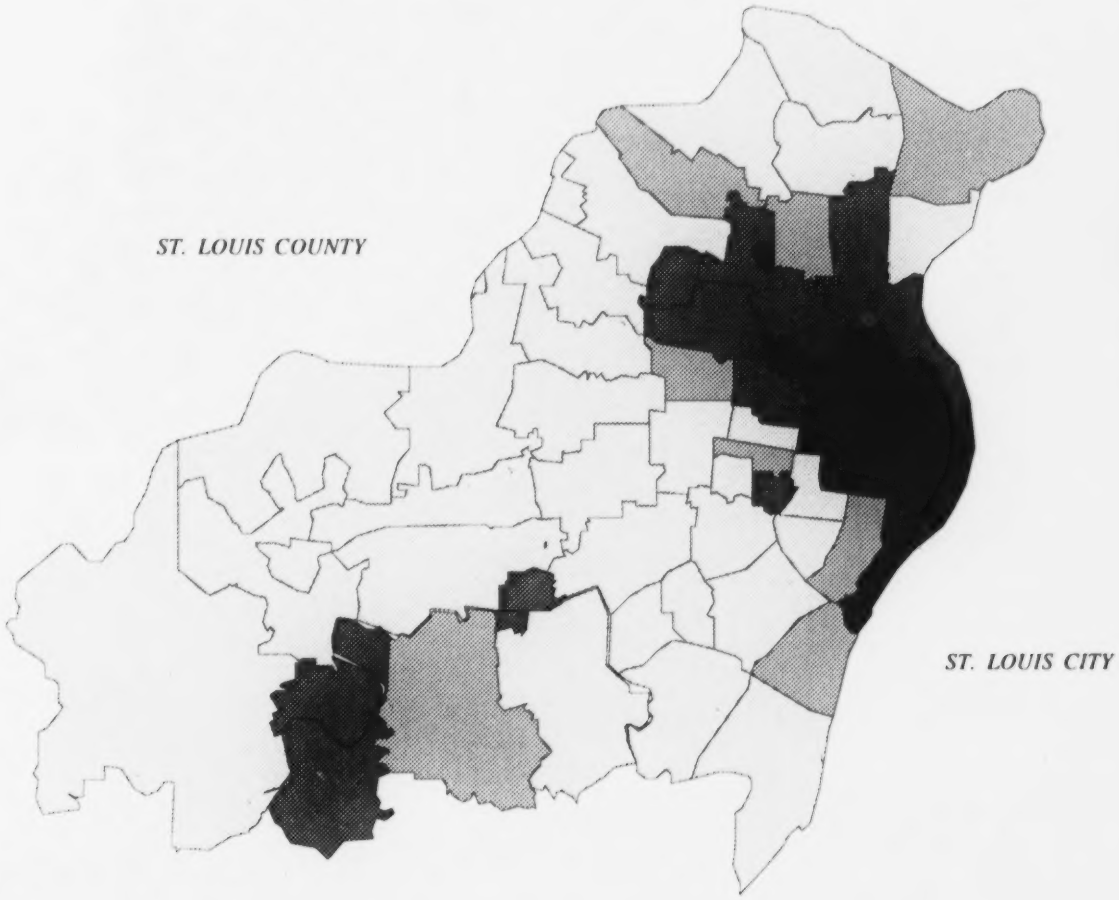
Illinois

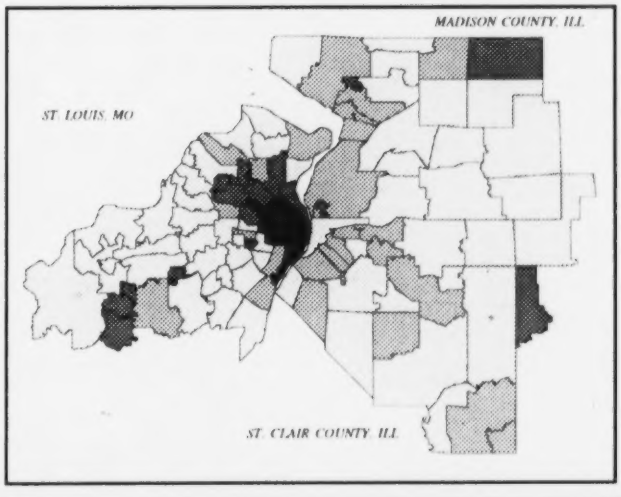
ZIPCODE	ABUSE / NEGLECT
62058	149.39
62059	145.63
62087	90.52
62018	74.68
62060	73.58
62265	72.54
62074	65.36
62204	49.49
62088	47.00
62095	43.54
62040	41.21
62285	40.04
62205	38.91
62257	37.59
62207	37.21
62090	35.74
62255	34.46
62239	34.37
62206	31.77
62002	31.49
62232	30.20
62048	29.18
62097	28.58
62024	27.39
62221	27.00
62208	25.87

Children who are abused and/or neglected are not likely to receive adequate family support and nurturing. Often these children live in families where economic stress, drug and alcohol abuse, and a lack of understanding of child development contribute to the abuse and neglect.

Measure: Number of children who are reported abused and/or neglected
Norm: Reports of child abuse/neglect rate above the national rate of 25.2 per thousand children
Data Source: Missouri and Illinois Social Service Data

NUMBER OF CHILDREN PER THOUSAND WHO ARE REPORTED TO BE ABUSED AND/OR NEGLECTED BY ZIP CODE





NUMBER OF CHILDREN PER THOUSAND REPORTED ABUSED AND/OR NEGLECTED

- 0.0 to 25.2
- 25.3 to 50.0
- 50.1 to 75.0
- 75.1 to 300.0

* NATIONAL NORM: 25.2 REPORTS OF ABUSE/NEGLECT PER THOUSAND CHILDREN

Basic Material Needs

Adequate food and shelter are essential to giving children any hope for their future. Without their basic needs met, children face greater health and education problems and a lack of hope. Though the decade of the 1980's was one of economic expansion and often excessive consumption in this country, more children were hungry and homeless as we entered the 1990's than in the last twenty five years.

Clearly, children's good health and development depend on adequate nutrition and a balanced diet. Families which are dependent on food stamps often do not have the resources to feed their children properly. Because of the fragmentation of services, many families which could receive food stamps simply don't apply, putting their children at even greater risk of hunger and inadequate nutrition. Many more children, whose families have inadequate nutritional education, do not provide the balanced diet needed for strong, healthy physical and mental development.

Homelessness and insufficient housing for low and even low-middle income families is a major problem in our community. Metro area data as presented in A Place to Call Home: The Low Income Housing Crisis Continues, published in 1991 by the Center on Budget and Policy Priorities, highlights the critical need for increased housing for families which is safe and affordable. However, insufficient data are available to document the current need by neighborhood or zip code.

Basic Material Needs

% of Children Who Are Hungry or at Risk of Being Hungry

Missouri

ZIPCODE	HUNGER
63140	* 99.99 *
63106	89.66
63107	73.01
63113	72.97
63120	67.43
63108	66.72
63112	65.42
63104	64.09
63115	61.66
63136	58.37
63118	58.03
63133	53.99
63110	52.28
63147	37.25
63134	35.97
63143	34.66
63132	32.40
63121	30.61
63111	26.91
63117	26.25

Illinois

ZIPCODE	HUNGER
62201	97.66
62204	90.23
62207	83.84
62205	77.64
62203	60.15
62074	50.12
62257	44.12
62206	41.15
62239	37.74
62002	37.04
62285	30.94
62040	29.19
62255	29.05

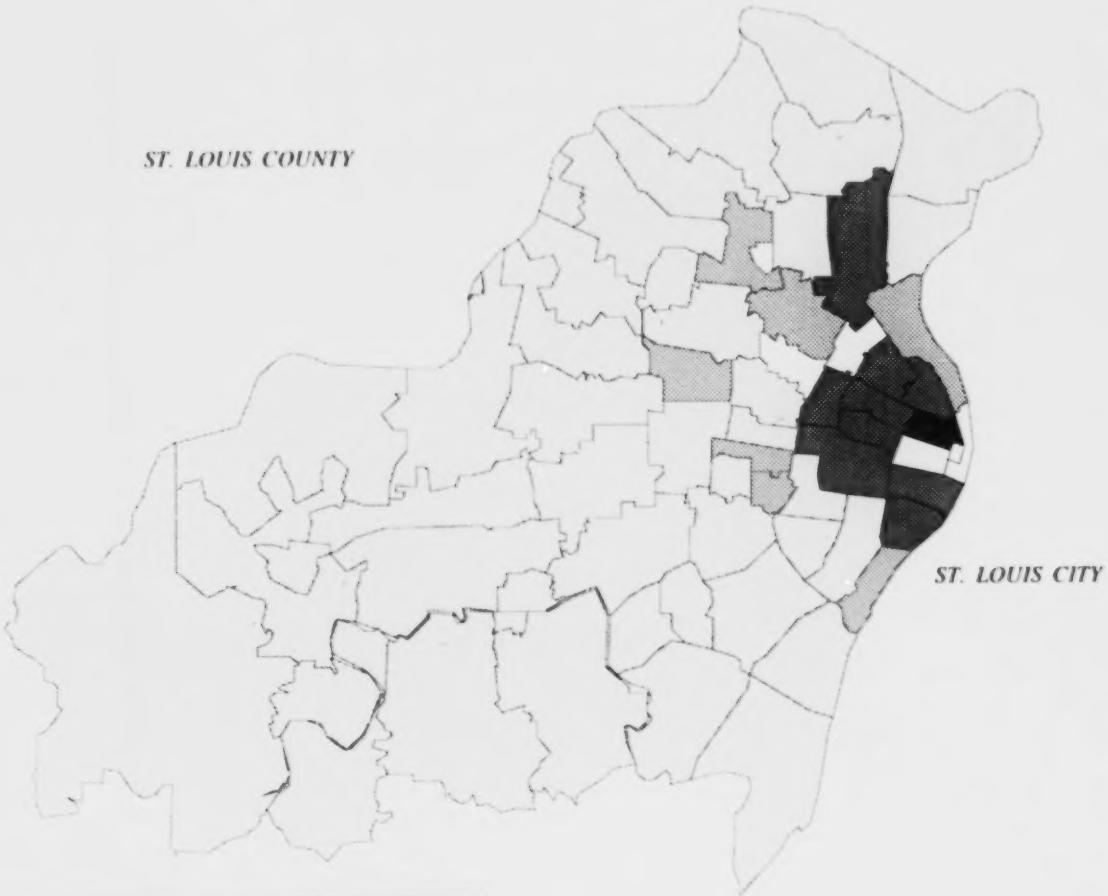
Children's proper development depends on good and sufficient food. Proper nutrition is a critical part of an overall early intervention strategy to give all children a good start.

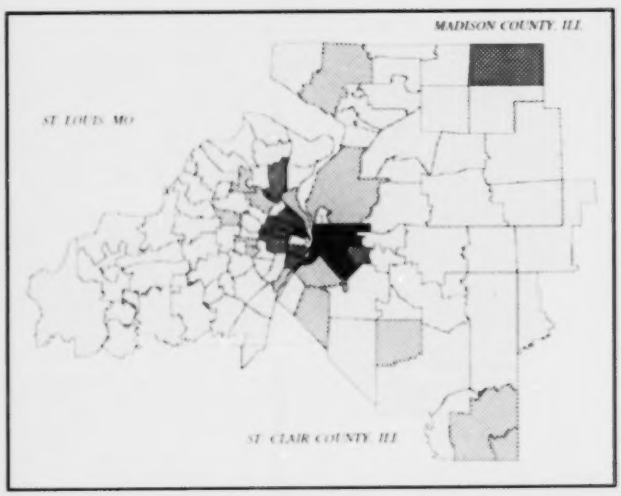
Measure: Receipt of Aid to Families with Dependent Children as indicator of hunger

Norm: Number of families receiving aid and estimated number eligible but not receiving such aid as indicator of hungry children above the national norm of 25%

Data Source: Missouri and Illinois Social Service Data

% OF CHILDREN WHO ARE HUNGRY OR AT RISK OF BEING HUNGRY BY ZIP CODE





% CHILDREN AT RISK OF HUNGER

- 0.00% to 25.00%
- 25.01% to 50.00%
- 50.01% to 75.00%
- 75.01% to 100.00%

* NATIONAL NORM: 25.00% OF CHILDREN ARE IN DANGER OF BEING HUNGRY ON A REGULAR BASIS

Maternal and Child Health

Primary health care to young children and pregnant women is key to a healthy nation and future survival of our nation as an actor on the international stage. In the 1980s, the measures used for child health either stagnated or declined for the nation.

In a nation as wealthy as the United States, it is unacceptable that a growing number of women receive little or no prenatal care.

It is unacceptable that an increasing number of children are born below 5.5 lbs.

It is unacceptable that of two year olds in America, fewer than one-half are appropriately immunized.

It is unacceptable that the race and income of the parent is directly related to health care of a child.

With a growing public outcry to assure more universal access to health care, and with a new national administration interested in addressing these issues, **the time is ripe to address the issues of maternal and child health aggressively at the neighborhood, local, and state levels** also. The time is ripe to care for and about our future.

Maternal and Child Health

% of Infants Born To Women Receiving Late or No Prenatal Care

Missouri

ZIPCODE	INADEQUATE PRE-NATAL CARE
63120	73.38
63113	24.60
63140	24.39
63106	24.04
63107	22.98
63133	19.26
63112	18.42
63115	17.52
63108	16.42
63110	13.83
63136	13.48
63118	13.38
63104	11.68
63147	9.87
63121	9.54
63132	8.90
63105	6.90
63074	6.55

Women who receive late or no prenatal care are at much greater risk of having low birthweight babies who die in the first year of life. They are at much greater risk, too, of complications with their pregnancies as a direct result of a lack of care.

Measure: Mothers receiving no prenatal care prior to the sixth month of pregnancy
Norm: The incidence of inadequate care (lack of care before the sixth month of pregnancy) above the national norm of 6.1%
Data Source: St. Louis City Department of Health and Hospitals and St. Louis County Department of Community Health and Medical Care

(No health data was available for Illinois except at the county and city levels)

% OF INFANTS BORN TO WOMEN RECEIVING LATE ** OR NO PRENATAL CARE BY ZIP CODE

INADEQUATE OR NO PRE NATAL CARE

- 0.00% to 6.10%
- 6.11% to 25.00%
- 25.01% to 50.00%
- 50.01% to 100.00%

*NATIONAL NORM 6.1% OF PREGNANT WOMEN DO NOT RECEIVE CARE BEFORE THE SIXTH MONTH OF PREGNANCY

**LATE CARE IS DEFINED AS STARTING IN THE THIRD TRIMESTER

Maternal and Child Health

% of Infants Born at a Low Birhtweight (Below 5.5 lbs.)

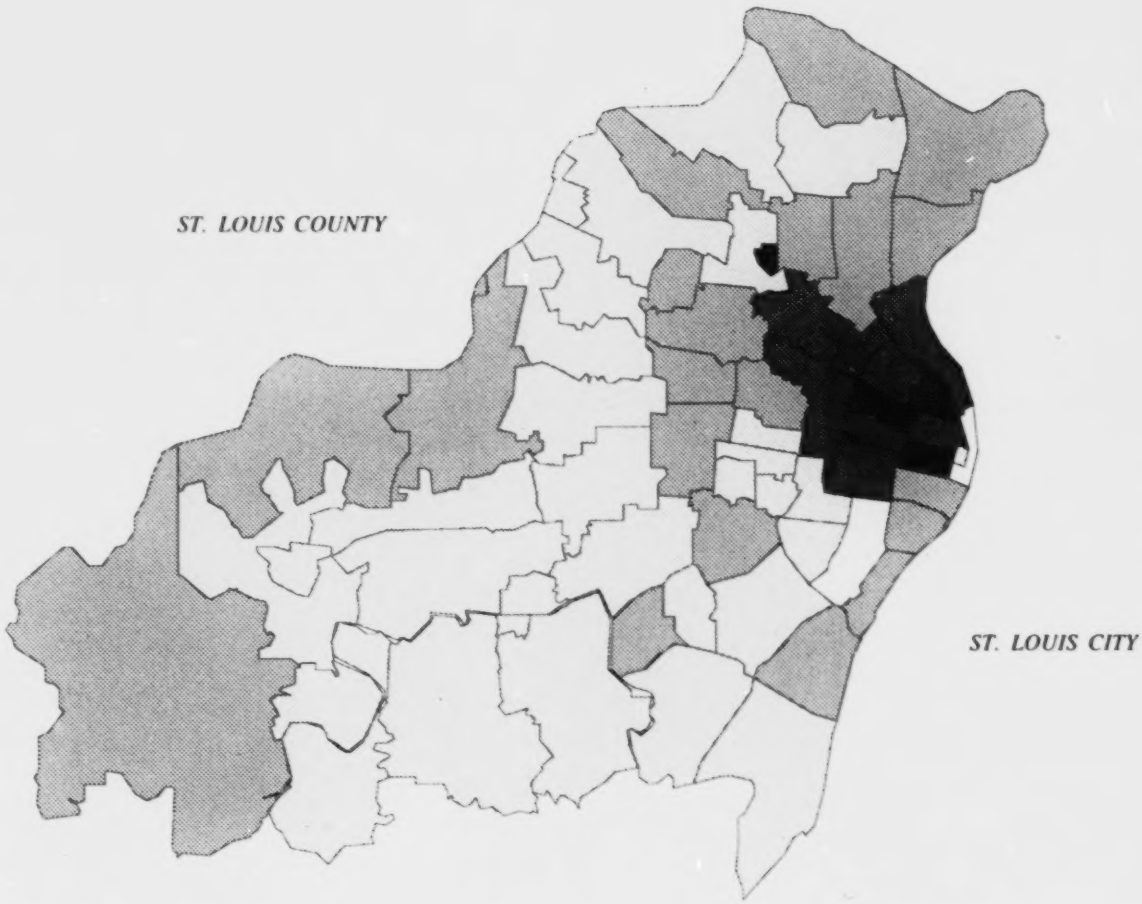
Missouri

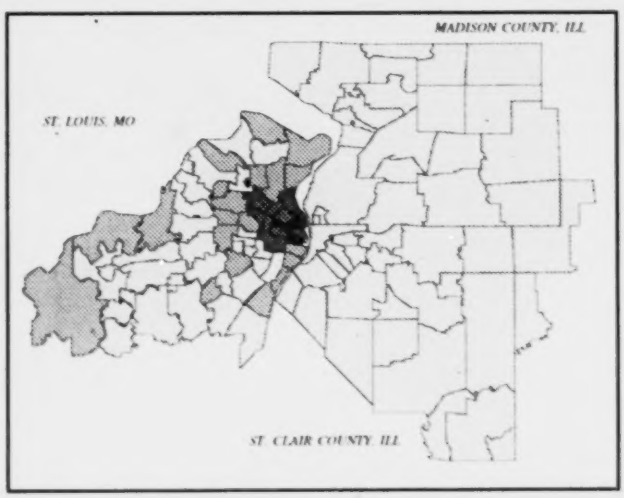
ZIPCODE	LOW BIRTHWEIGHT
63140	41.46
63107	30.02
63113	27.51
63108	23.83
63120	19.80
63121	19.35
63115	18.91
63133	18.44
63106	17.41
63147	17.11
63110	17.07
63112	16.43
63136	14.18
63118	12.43
63130	11.51
63104	11.38
63124	11.11
63111	11.02
63074	10.71
63034	10.48
63005	10.00
63135	9.70
63125	8.90
63127	8.82
63138	8.27
63132	8.22
63017	8.19
63042	8.07
63137	7.59
63119	7.36
63114	7.18

Low birthweight children (under 5.5 lbs.) are born much more frequently to mothers who have little or no prenatal care. They are at a much higher risk of having both childhood diseases and life-long illnesses, such as mental retardation, blindness, and deafness.

Measure: Children born below 5.5 lbs.
Norm: Low birthweights which are above the national norm of 7.0% of births
Data Source: St. Louis City Department of Health and Hospitals and St. Louis County Department of Community Health and Medical Care
(No health data was available from Illinois except at the county and city levels)

% OF INFANTS BORN AT LOW BIRTHWEIGHT (BELOW 5.5 lbs.) BY ZIP CODE





% INFANTS AT LOW BIRTHWEIGHT

- 0.00% to 7.00%
- 7.01% to 15.00%
- 15.01% to 25.00%
- 25.01% to 100.00%

* NATIONAL NORM: 7% OF BABIES ARE BORN BELOW 5.5 lbs.

Maternal and Child Health
Infant Mortality

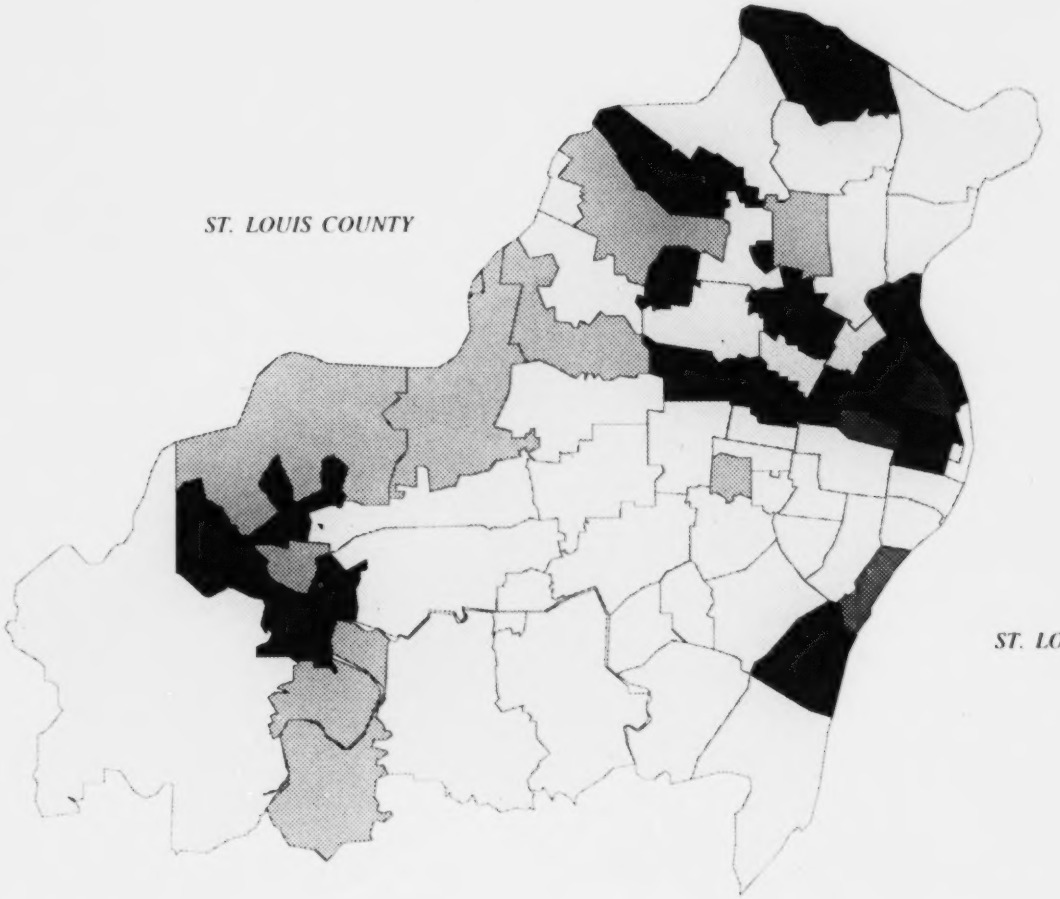
Missouri

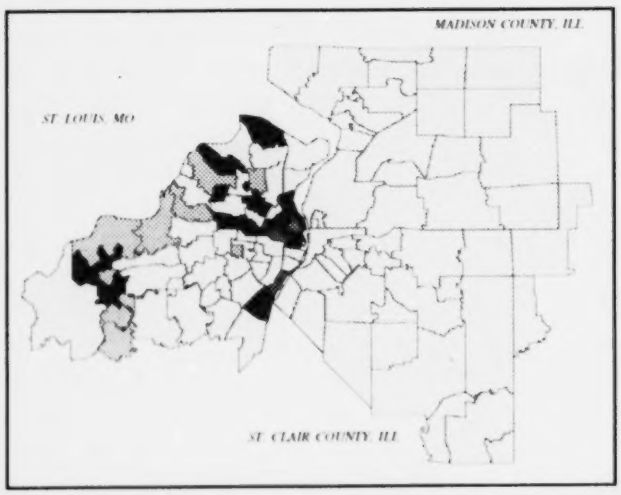
ZIPCODE	INFANT MORTALITY
63106	70.37
63147	32.89
63113	30.85
63112	30.06
63115	29.41
63107	17.66
63111	16.95
63108	15.54

The death of children in their first year of life is considered a key indicator of society's health status and their treatment of families. Children who are born at low birthweight account for 60% of infant deaths. Children who live in poor housing, who have inadequate nutrition, who have little or no access to adequate health care are far more likely to die in the first year of life than children with basic material needs provided.

Measure: Infant deaths per thousand live births
Norm: Infant deaths which are above the national norm of 9.8 per thousand births
Data Source: St. Louis City Department of Health and Hospitals and St. Louis County Department of Community Health and Medical Care
(No health data was available from Illinois except at the county and city levels)

INFANT MORTALITY BY ZIP CODE





INFANT MORTALITY

- 0.0 to 9.8 / 1000
- 9.9 to 15.0 / 1000
- 15.1 to 20.0 / 1000
- 20.1 to 150.0 / 1000

* NATIONAL NORM 9.8 DEATH PER THOUSAND BIRTHS

Child Care and Developmental Enrichment

The care of America's children has changed significantly in the later part of the 20th Century. In the past twenty years, 25% more women with young children have entered the workforce, and both the number of single parent families and the birth rate among teen girls have risen sharply. Each of these factors separately, and all of them together, are significant indicators of the changing face of many families and the increased need for family assistance in early child-rearing.

During this same twenty year period, excellent research has been done on early childhood development which can help parents, teachers and political leaders to consider how best to address the needs of young children in a way that gives them hope and skills for the future. Many industrialized countries subsidize all early childhood education as an investment in the future. The United States is just beginning to realize the wisdom of such an approach. **Without increased attention to the care and development of children from birth to age six, we will not give our children the tools they need for a new world in a new century.**

Headstart, begun just 25 years ago, serves 3- and 4-year-olds whose families are poor. Though numerous studies have shown its benefit to at-risk children, it still serves less than a quarter of all children who are eligible. The increased investment in the expansion of Headstart, proposed in the past year, is one which will go a long way toward helping America realize its education goals for the year 2000.

Child Care and Developmental Enrichment

Access to Licensed Child Care

(Children Under Six With Working Parents)

Missouri

ZIPCODE	AVAILABILITY OF CHILD CARE	ZIPCODE	AVAILABILITY OF CHILD CARE
63124	0.00	63026	25.15
63038	0.00	63011	26.28
63005	0.00	63133	27.80
63131	2.56	63017	29.14
63123	3.92	63112	29.15
63143	6.01	63139	31.70
63126	7.22	63127	31.94
63138	7.22	63104	32.03
63109	7.90	63044	32.63
63114	9.37	63146	36.01
63137	9.66	63134	36.32
63111	10.46	63132	36.91
63116	10.59	63042	39.10
63031	10.63	63088	39.95
63125	11.63	63120	40.31
63122	12.48	63105	45.10
63034	12.50	63128	46.35
63117	13.13		
63074	14.02	63144	56.13
63043	15.61	63113	58.46
63021	16.86	63115	62.14
63130	17.55	63147	65.17
63040	17.71	63140	65.78
63033	18.20		
63135	19.57		
63119	19.68		
63025	21.04		
63118	21.70		
63107	22.09		
63121	24.48		
63110	24.51		
63129	24.68		
63136	24.92		

Illinois

ZIPCODE	AVAILABILITY OF CHILD CARE	ZIPCODE	AVAILABILITY OF CHILD CARE
62293	0.00	62254	15.38
62289	0.00	62223	15.39
62281	0.00	62010	16.80
62275	0.00	62294	17.34
62264	0.00	62024	18.89
62255	0.00	62040	19.51
62088	0.00	62232	20.12
62087	0.00	62258	21.80
62074	0.00	62249	22.82
62071	0.00	62260	24.66
62067	0.00		
62062	0.00	62025	25.19
62058	0.00	62002	25.60
62048	0.00	62257	27.67
62018	0.00	62221	32.54
62012	0.00	62034	36.14
62225	0.23	62269	37.47
62240	1.88	62265	45.38
62021	2.82		
62001	4.14	62208	52.22
62206	4.52	62084	52.26
62060	5.52	62090	60.85
62095	5.87	62201	67.59
62220	6.04		
62035	6.12		
62203	6.61		
62239	7.37		
62204	7.88		
62207	8.81		
62061	9.12		
62097	9.57		
62243	9.95		
62234	14.58		

Families needing care for children outside the home, should have access to safe, affordable, and developmentally appropriate care.

Measure: The % of children with working parents* who have licensed child care slots available in the zip code in which they live.

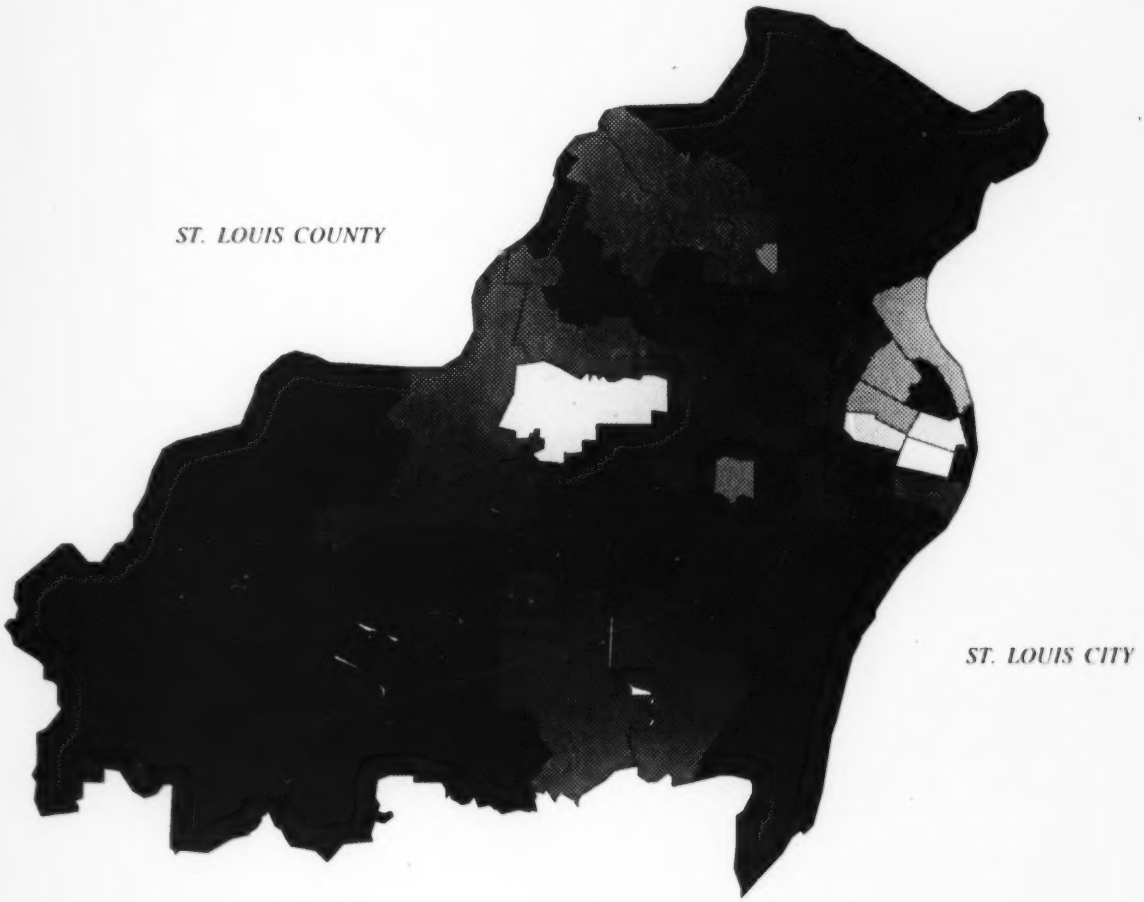
Norm: Licensed care for 80% of the children with parents in the work force

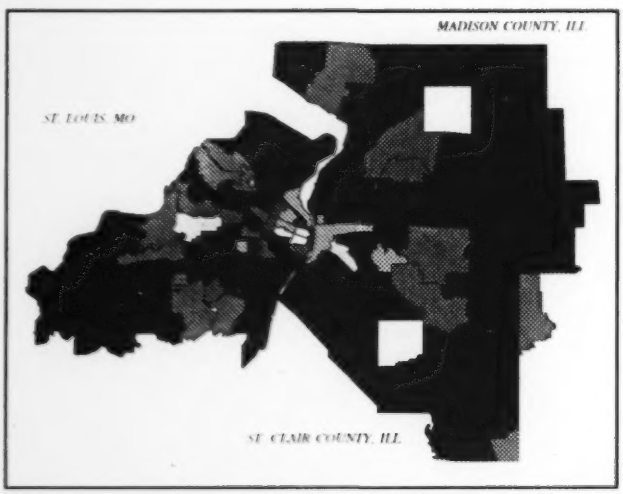
Data Source: Missouri Division of Family Services and Children's Home and Aid Society of Illinois

** Two parents working outside the home or single parent working outside the home.*

ACCESS TO LICENSED CHILD CARE BY ZIP CODE

(Children Under Six with Working Parents)





% OF LICENSED CHILD CARE SLOTS

- 75.01% to 100.00%
- 50.01% to 75.00%
- 25.01% to 50.00%
- 0.00% to 25.00%

Child Care and Developmental Enrichment
Estimated # of Headstart Slots Needed to Serve Eligible Children

Missouri

ZIPCODE	Est. Number of Slots Needed
63118	527
63110	373
63115	360
63112	257
63104	253
63113	247
63120	162
63114	149
63134	145
63106	140
63121	136
63107	116
63116	116
63130	83

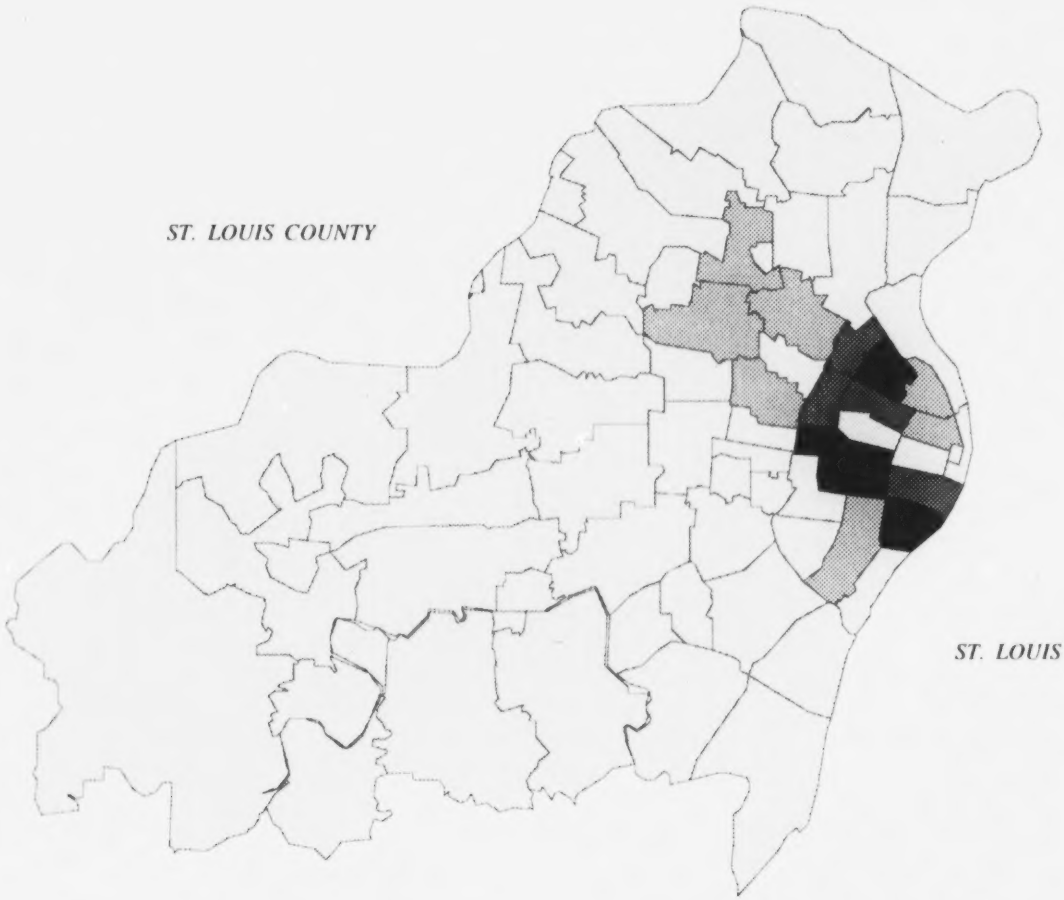
Illinois

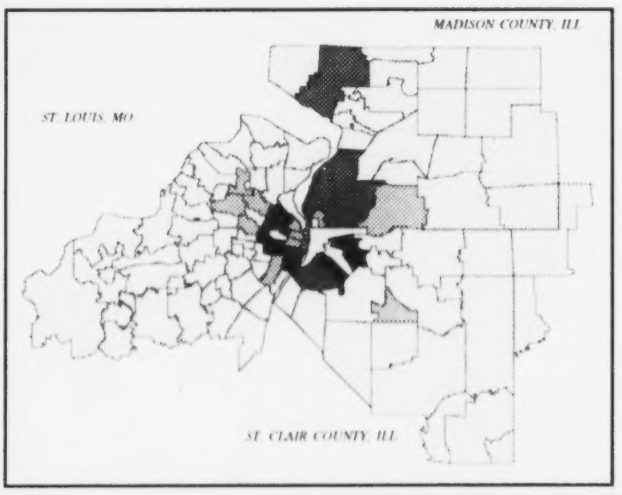
ZIPCODE	Est. Number of Slots Needed
62204	613
62207	449
62203	301
62206	272
62002	201
62040	166
62220	126
62060	111
62234	81
62223	74

Children who are poor are more likely to have educational developmental lags which can slow down their learning in school. Headstart assists children to get ready for school. It also assists families in helping their children to develop the skills needed to secceed in school.

Measure: Estimated Number of Slots Needed To Serve Eligible Children
Norm: Nationally, 25% of all children eligible are served by Headstart
Data Source: Human Development Corporation of St. Louis, YWCA of Greater St. Louis, Madison County Family Services, and SIUE - St. Clair County Headstart

ESTIMATED NUMBER OF HEADSTART SLOTS NEEDED FOR ELIGIBLE CHILDREN BY ZIP CODE





OF HEADSTART SLOTS NEEDED

- 0 to 75
- 76 to 150
- 151 to 300
- 301 to 650

Education and Basic Schooling

"Every child in America needs an excellent education — because global competition demands a highly skilled and knowledgeable work force, because democracy in the modern era depends on a thoughtful and well-educated citizenry, and because knowledge and a love of learning are among the most precious gifts society can give to children. For all these reasons, **every child must enter school ready to learn, every school must be able to meet the needs of its students, and every American must value education and impart that value to children."**

Beyond Rhetoric: A New American Agenda for Children and Families

In the past few years, sporadic attention has been focused on weaknesses of American education. We have been deluged with statistics indicating that we lag embarrassingly behind the leaders of the world in math and science. We have created one plan after another to address educational concerns of both parents and professionals. Increasing numbers of high school students are dropping out of our urban school systems. And our children, all too many of our children, are leaving school under-educated and without hope of being able to support themselves in an increasingly complex society.

According to the recent study, *A Region Responds — Preparing the Gateway for the Future*, by East-West Gateway Coordinating Council, spending for public education in metropolitan St. Louis is relatively low. "Public education expenditures in 1987 amounted to 3.9% of the region's total income.... Although spending does not translate into achievement, the question of whether the region is making an adequate investment in education is a legitimate one."

Education and Basic Schooling

% of 16-19 Year Old Civilians Who Are Not Enrolled in School and Who Have No High School Diploma

Missouri

ZIPCODE	16-19 NOT ENROLLED IN SCHOOL
63118	51.73
63111	48.60
63120	46.70
63140	38.06
63104	35.59
63074	35.06
63025	34.69
63107	34.58
63115	29.84
63088	27.81
63114	27.67
63147	26.38
63125	25.86
63112	25.38
63113	24.91
63110	24.25
63116	23.42
63106	22.11
63139	19.94
63005	18.38
63043	17.69

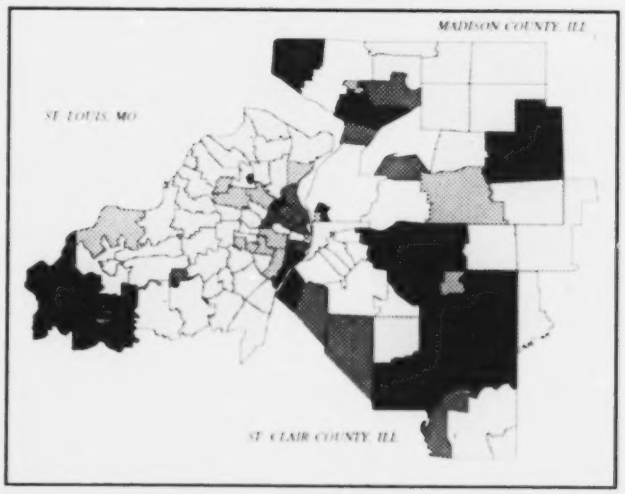
Illinois

ZIPCODE	16-19 NOT ENROLLED IN SCHOOL
62207	92.40
62203	83.20
62223	82.50
62234	78.00
62025	61.35
62024	57.2
62220	51.65
62035	46.25
62232	40.00
62269	38.35
62221	36.20
62095	31.25
62258	31.20
62060	30.5
62208	26.10
62249	23.9
62243	23.80

Children must be enrolled in school and stisfactorily complete the basic education through the 12th grade to be minimally equipped for the future.

Measure: Enrollment in and satisfactory completion of school through High School
Norm: % of 16-19 year olds not enrolled in school who have not completed high school which are above the national norm of 17.5%
Data Source: U.S. Bureau of the Census

% OF 16-19 YEAR OLD CIVILIANS WHO ARE NOT ENROLLED IN SCHOOL AND WHO HAVE NO HIGH SCHOOL DIPLOMA BY ZIP CODE



% 16-19 NOT IN SCHOOL, NO DIPLOMA

- 0.00% to 10.00%
- 10.01% to 17.50%
- 17.51% to 30.00%
- 30.01% to 100.00%

* NATIONAL NORM: 17.5% OF YOUNG MEN AND WOMEN (16-19) ARE NOT IN SCHOOL AND DO NOT HAVE A HIGH SCHOOL DIPLOMA

Community and Neighborhood Environment

Children grow up in neighborhoods, on certain blocks, in certain housing complexes. They learn their values in their homes and, to a great extent, from their surroundings. Next to the family and the school, the community in which children mature determines the world these children know.

Some children learn early, often too early, that this world is frightening, that grown-ups can't be trusted, that housing is not a basic right, and that violence is the way to get what you want or need. Over the past thirty years, we have increasingly divided communities by income. Those people with means frequently live at a distance from those who are poor. Interaction among children in these various communities is minimal. In St. Louis, there are many suburban children who have never been downtown or to the "old ball park" at Grand and Dodier. There are many children living at 14th and Chouteau who have never been to Webster Groves. These children live and learn in two different worlds — in too different worlds.

As we approach the 21st Century, we must raise all children in safe neighborhoods and communities which reinforce basic values and assure children that there are reasons to hope, work, and become contributing members of American society. To do this, violence must be stemmed. Jobs must be made available to young men and women who "have nothing to do," and neighborhoods and communities must have the resources and take the responsibility to build their futures.

Community and Neighborhood Environment

% of 16-19 Year Old Civilians Who Are Not Enrolled in School, Have No High School Diploma and Are Not in Labor Force

Missouri

ZIPCODE	16-19 NOT ENROLLED IN SCHOOL
63120	39.10
63025	32.24
63111	31.52
63118	31.09
63140	30.32
63107	27.96
63115	23.94
63104	22.44
63088	21.30
63106	20.44
63112	19.93
63113	19.68
63147	19.12

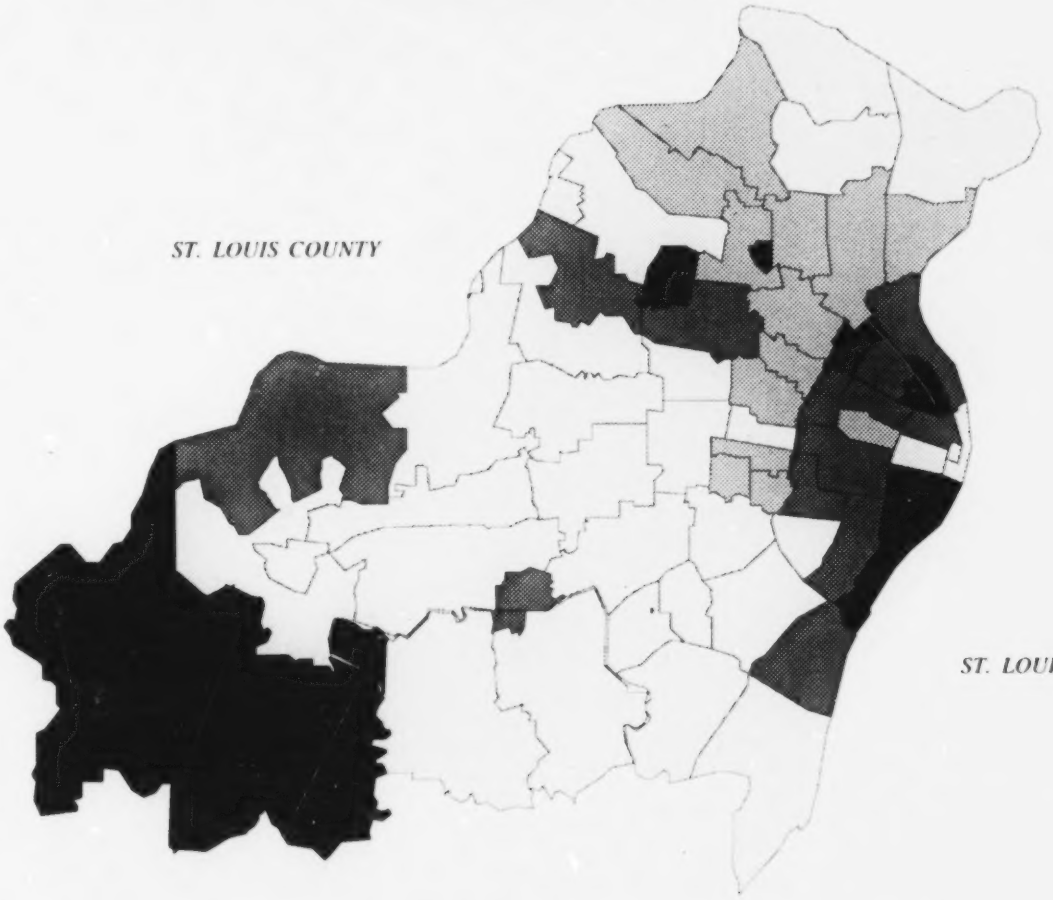
Illinois

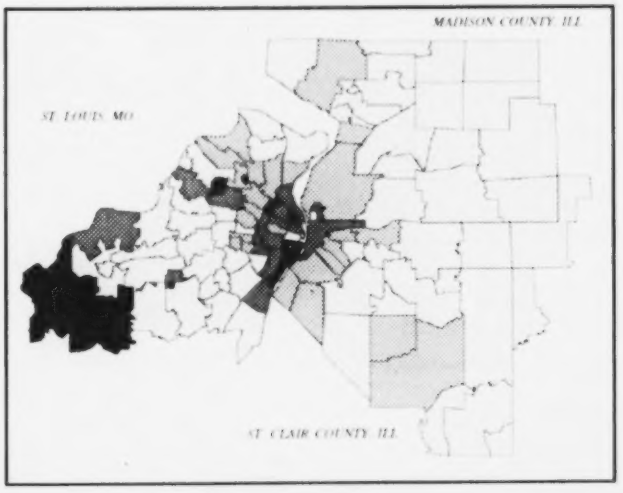
ZIPCODE	16-19 NOT ENROLLED IN SCHOOL
62024	67.10
62221	62.90
62232	49.70
62035	46.25
62269	40.35
62060	39.70
62243	39.40
62240	38.10
62249	36.70
62258	36.30
62208	31.50
62095	31.25
62239	25.15
62260	23.25
62048	19.70
62010	19.40
62034	19.20
62264	17.60

Highest rates of street crime are committed by young men in their late teens and twenties who are unemployed. Those young members of society who are under-educated, and without work, are frequently without hope, and without a sense of responsibility to the community.

Measure: 16-19 year olds not in school, without a diploma, and not in the work force
Norm: % of 16-19 year olds not in school, without a diploma, not in the work force above the national norm
Data Souce: U.S. Bureau of the Census

% OF 16-19 YEAR OLD CIVILIANS WHO ARE NOT ENROLLED IN SCHOOL, HAVE NO HIGH SCHOOL DIPLOMA, UNEMPLOYED, OR NOT IN LABOR FORCE BY ZIP CODE





% NOT IN SCHOOL, NOT GRADUATED, NOT IN LABOR FORCE

- 0.00% to 10.00%
- 10.01% to 17.50%
- 17.51% to 30.00%
- 30.01% to 100.00%

Community and Neighborhood Environment

% of Vacant Houses

Missouri

ZIPCODE	VACANT HOUSES IN COMMUNITY	ZIPCODE	VACANT HOUSES IN COMMUNITY
63106	27.49	63143	9.91
63107	23.88	63025	9.76
63113	22.78	63038	9.21
63104	22.50	63088	8.67
		63134	7.99
63118	18.44	63116	7.97
63110	18.04	63105	7.23
63112	17.66	63042	7.04
63108	15.72	63146	7.02
63120	15.65	63074	6.98
63133	13.61	63136	6.78
63115	12.60	63138	6.58
63111	12.03	63139	6.40
63147	11.81	63130	6.25
63140	11.52	63040	6.12
63005	10.30	63132	6.11
63121	10.15	63017	5.88
		63043	5.51
		63114	5.37
		63117	5.33
		63141	5.29
		63109	5.28
		63125	5.03
		63129	5.01

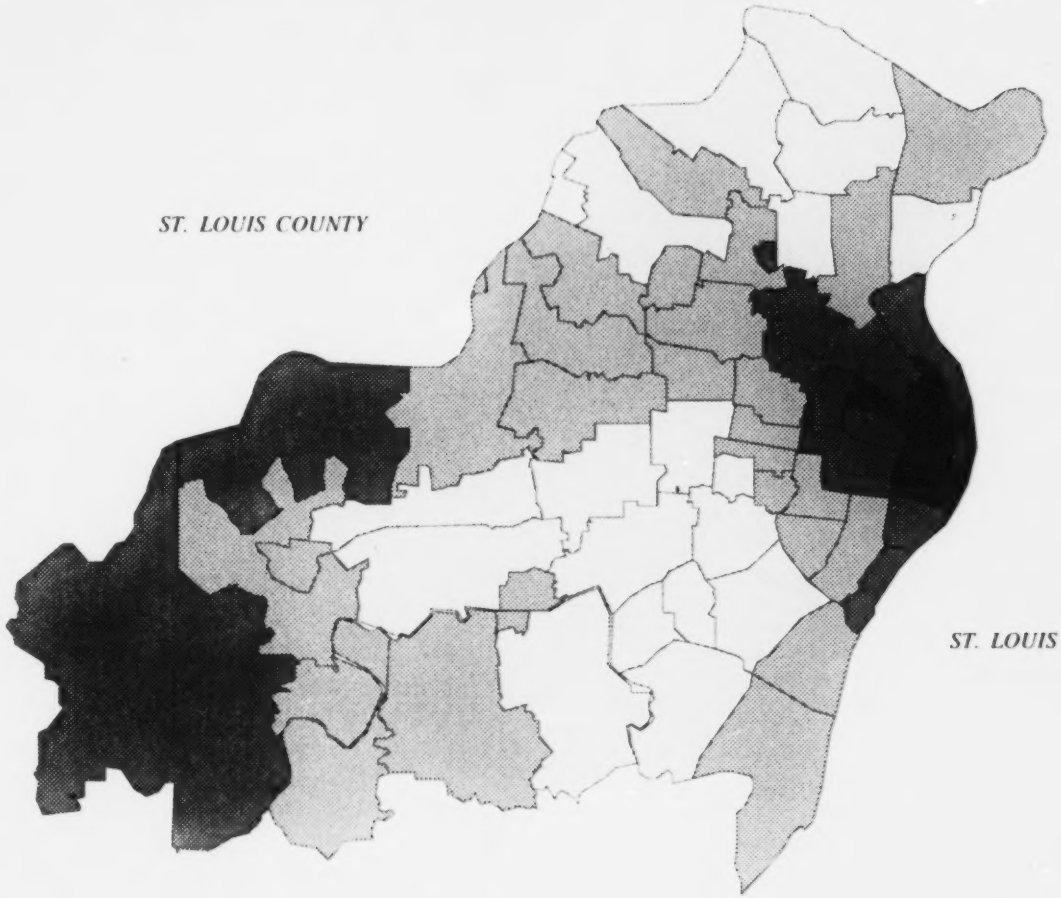
Illinois

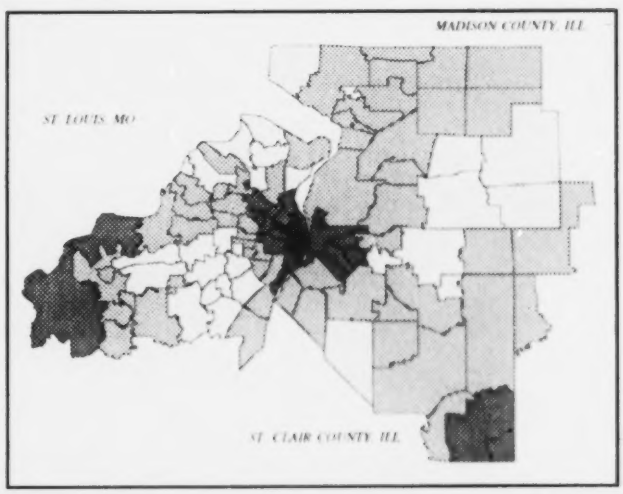
ZIPCODE	VACANT HOUSES IN COMMUNITY	ZIPCODE	VACANT HOUSES IN COMMUNITY
62204	18.80	62206	6.40
62090	14.33	62240	6.38
62205	13.87	62026	6.23
62207	13.55	62046	6.16
62201	12.97	62097	6.15
62060	12.82	62088	6.13
62203	11.61	62058	6.09
62255	11.36	62001	6.09
62257	11.36	62074	6.09
		62025	6.05
62264	8.85	62021	5.72
62289	8.14	62243	5.70
62265	8.14	62048	5.67
62002	8.09	62067	5.64
62258	7.79	62095	5.36
62220	7.28	62221	5.31
62293	7.20	62285	5.22
62084	7.08	62234	5.20
62071	6.72	62024	5.19
62059	6.72	62223	5.14
62239	6.56	62232	5.11
62254	6.50	62034	5.10
62040	6.46	62010	5.06

The percent of vacant units in a community is often an indicator of the housing resources for people in the area, and the ability of a community to marshall the economic resources needed to build or rebuild the area.

Measure: % of units which are vacant
Norm: (None Available)
Data Source: U.S. Bureau of the Census

% OF VACANT HOUSES BY ZIP CODE





% OF VACANT HOUSES

- 1.00% to 5.00%
- 5.01% to 10.00%
- 10.01% to 20.00%
- 20.00% to 100.00%

47

Poverty and Employment

Children are the poorest people in America. According to the 1990 census, 20% of all children were growing up poor, and 25% of young children (under 6 years old) were poor. Children growing up in young families with parents under thirty years of age have been hardest hit, with almost 40% being poor. And 55% of children in single-parent families are poor. This is particularly appalling in a nation which boasts one of the highest per capita incomes in the world.

These children, through no fault of their own, frequently grow up without many of their basic needs being met. They often do not have sufficient food. Their homes are substandard, and more and more often they become homeless once or twice in their early years. Their care is sporadic and inadequate, leading them to face unnecessary health problems throughout their lives. Often they are not sufficiently nurtured or stimulated to be prepared for school and their future. They bear the weight of a society which has turned its back on them.

Critical to the issue of poor children is the employment of their parents. Many poor children have at least one parent working full or part time outside the home. But these parents are unable to provide adequately for their children because wages are insufficient to afford their families with even basic necessities.

Numerous proposals for a comprehensive income security plan for families and children which are based on the fundamental American values of work, family and independence, are being reviewed. These must be supported and enacted if we are to turn the corner on childhood poverty.

Poverty
Single Parent Households

Missouri

ZIPCODE	SINGLE PARENT HOUSEHOLDS	ZIPCODE	SINGLE PARENT HOUSEHOLDS
63107	2199.00	63026	469.00
63112	2143.00	63109	445.00
63115	2051.00	63139	429.00
63118	2022.00	63146	421.00
63106	1848.00	63017	414.00
63110	1704.00	63043	406.00
63121	1634.00	63044	372.00
63113	1631.00	63128	370.00
63104	1589.00	63011	366.00
63114	1435.00	63136	322.00
63116	1348.00	63140	239.00
63130	1297.00	63126	239.00
63120	1140.00	63141	216.00
63031	1018.00	63131	215.00
		63144	188.00
63134	982.00	63088	147.00
63021	924.00	63124	124.00
63033	875.00	63025	114.00
63111	843.00	63034	104.00
63125	785.00		
63122	761.00		
63147	759.00		
63138	711.00		
63129	705.00		
63135	654.00		
63108	629.00		
63074	589.00		
63042	560.00		
63119	535.00		
63132	526.00		

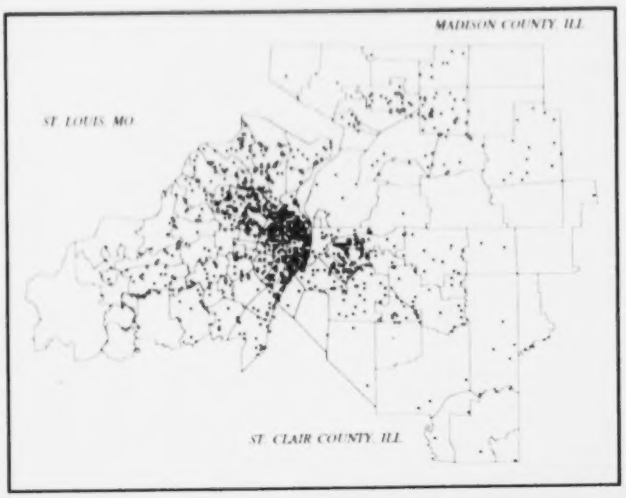
Illinois

ZIPCODE	SINGLE PARENT HOUSEHOLDS
62046	1493.95
62010	1450.65
62204	1406.60
62207	1212.60
62205	1060.30
62223	949.40
62203	880.90
62201	845.00
62206	837.00
62221	753.45
62220	735.60
62249	706.00
62026	527.75
62269	460.45
62025	440.55
62061	368.40
62097	287.95
62095	280.80
62258	255.15
62232	228.70
62040	212.30
62208	195.30
62275	178.30
62012	150.50
62243	132.20
62260	119.05
62225	102.00

Children growing up in single parent households are at serious risk of growing up in poverty.

Measure: Single parent households
Norm: No Norm has been used
Data Source: U.S. Bureau of the Census

SINGLE PARENT HOUSEHOLDS



SINGLE PARENT HOUSEHOLDS

Each Dot ● = 50

Poverty
% of Young Children, Under Six, Who Live in Households Below the Poverty Level

Missouri

ZIPCODE	POOR CHILDREN UNDER SIX
63106	74.13
63140	61.96
63113	57.30
63107	53.81
63120	51.87
63112	50.98
63104	50.89
63115	45.37
63118	45.04
63110	43.64
63108	41.25
63111	28.25

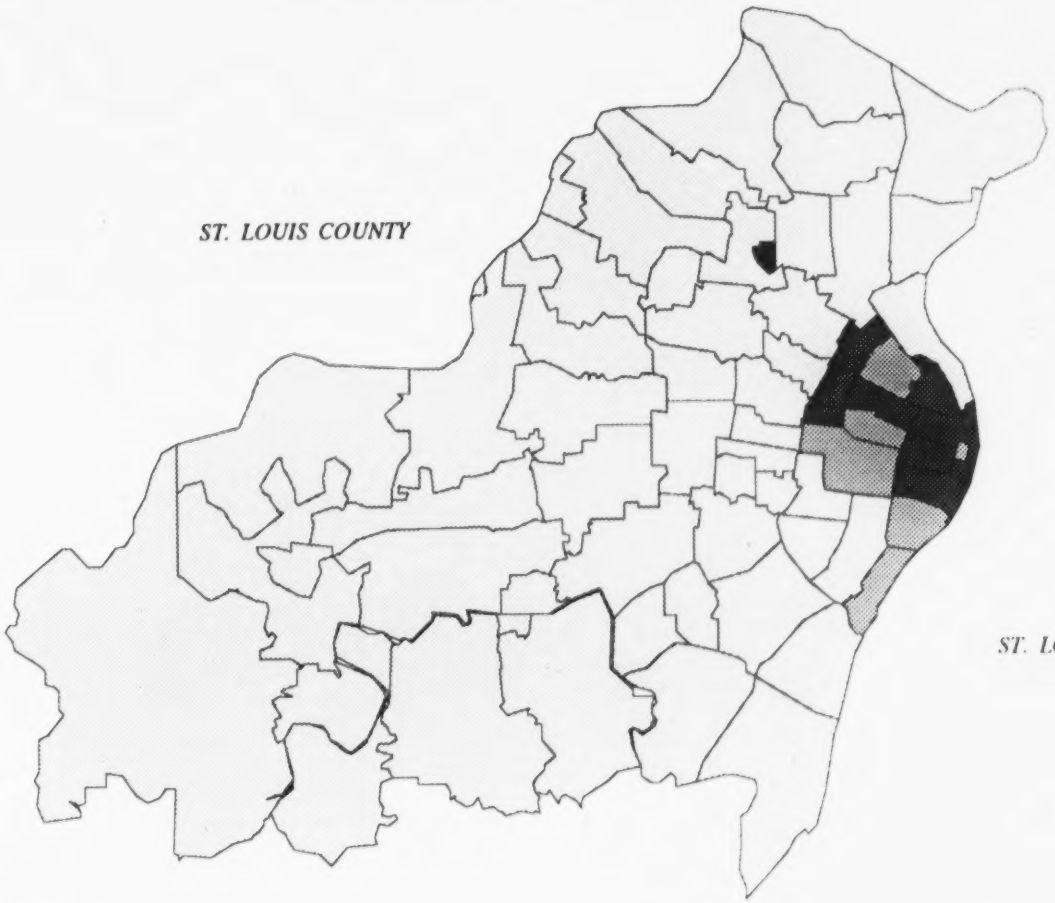
Illinois

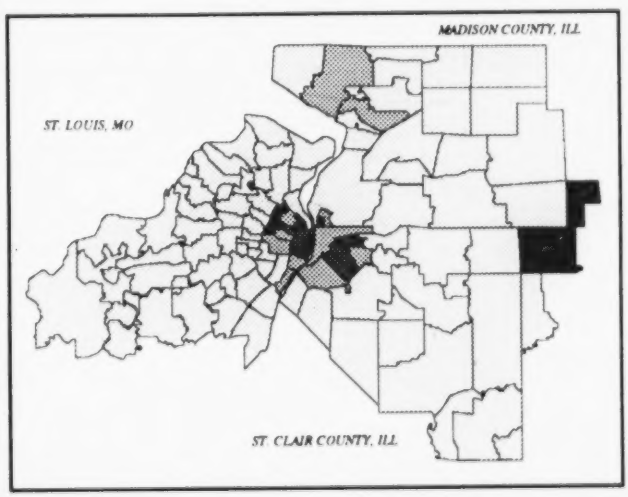
ZIPCODE	POOR CHILDREN INDER SIX
62293	86.28
62207	74.91
62204	73.55
62090	67.71
62059	62.57
62071	62.57
62205	57.26
62060	49.82
62203	45.08
62084	33.21
62201	31.54
62024	29.68
62002	28.09
62206	27.82

The poorest in our nation are the youngest. Fully one quarter of children from birth to 6 years old are poor.

Measure: Children under 6 who live in poor families
Norm: % of children under 6 who live in poor families above the national norm of 25.6%
Data Source: U.S. Bureau of the Census

% OF YOUNG CHILDREN, UNDER SIX, WHO LIVE IN HOUSEHOLDS BELOW THE POVERTY LEVEL BY ZIP CODE





% OF CHILDREN UNDER SIX BELOW POVERTY LEVEL

- 0.00% to 25.00%
- 25.01% to 50.00%
- 50.01% to 75.00%
- 75.01% to 100.00%

* NATIONAL NORM 25% OF CHILDREN UNDER SIX LIVE IN POVERTY

Poverty

% of Children Under Eighteen Who Live in Households Below the Poverty Line

Missouri

ZIPCODE	POOR CHILDREN
63140	99.00
63106	67.37
63107	53.93
63113	52.28
63104	50.69
63112	49.35
63120	48.65
63110	43.18
63115	42.83
63133	42.32
63118	41.74
63132	40.19
63121	39.45
63134	38.76
63130	33.85
63108	32.85
63088	28.76
63111	27.10
63114	22.72

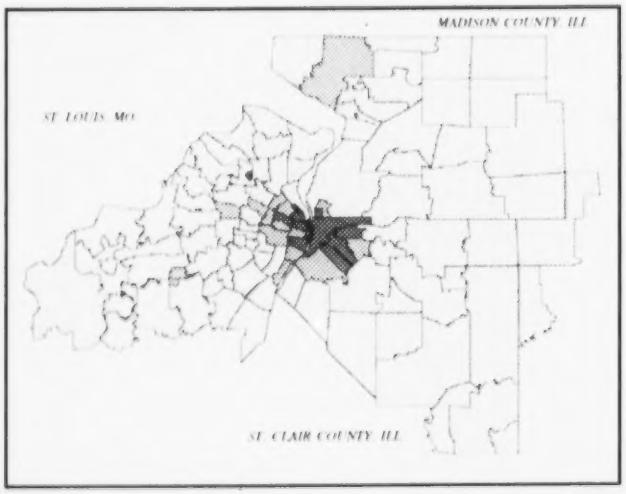
Illinois

ZIPCODE	POOR CHILDREN
62293	84.95
62207	68.29
62204	65.11
62090	62.27
62059	59.71
62071	59.71
62205	54.29
62060	49.46
62203	41.83
62201	33.87
62084	29.44
62026	28.84
62002	27.80
62206	24.75

The increase in childhood poverty is frightening. It indicates the priorities of the past twenty years, and highlights the need to focus serious attention and resources if we are to prepare for the 21st century.

Measure: Children 18 and under who live in poor families
Norm: % of children who live in poor families above the national norm of 21.2%
Data Source: U.S. Bureau of the Census

% OF CHILDREN UNDER EIGHTEEN WHO LIVE IN HOUSEHOLDS BELOW THE POVERTY LINE BY ZIP CODE



% CHILDREN IN HOUSEHOLDS BELOW POVERTY

- 0.00% to 21.80%
- 21.81% to 50.00%
- 50.01% to 75.00%
- 75.01% to 100.00%

* NATIONAL NORM: 21.80% OF CHILDREN EIGHTEEN AND UNDER ARE POOR.

Racism and Racial Isolation

In the Thursday, March 4, 1993 Post Dispatch, Anthony Lewis wrote:
"Twenty-five years ago the Kerner Commission, appointed by President Lyndon Johnson after riots in Detroit and Newark the year before, made its final report. Gov. Otto Kerner and his colleagues warned: "Our nation is moving toward two societies, one black, one white - separate and unequal".

Twenty-five years later, in a nation with 25% of our children under six being poor, a full 50% of African-American children are poor.

The isolation of African-Americans in themetropolitan St. Louis community is an indicator of poverty as well as racial isolation. These are the two factors that put children in the metropolitan area most at risk. According to a 1990 study by Acorn, 29% of blacks who applied for mortgages were refused, while 7.7 % of whites in the same economic categories were refused. In the same year a study of home-owners insurance showed that in low-income St. Louis neighborhoods, whites in white neighborhoods were twice as likely to be able to buy insurance, than African-Americans in comparable low-income black neighborhoods.

The consequences of this discrimination seem self-evident — poor and racially isolated African-American children will grow up with fewer resources, fewer opportunities, and greater needs, unless we face squarely the issue of race, and racial isolation of poor African-American children and their families.

Racial Isolation

% of African American Population in Racially Isolated Zip Codes

Missouri

ZIPCODE	LIVING IN RACIALLY ISOLATED SETTING
63133	100%
63113	99%
63115	99%
63140	99%
63136	97%
63120	96%
63106	94%
63120	90%
63107	85%
63112	85%
63133	81%
63147	70%
63121	68%
63101	66%
63137	56%
63103	55%
63136	53%

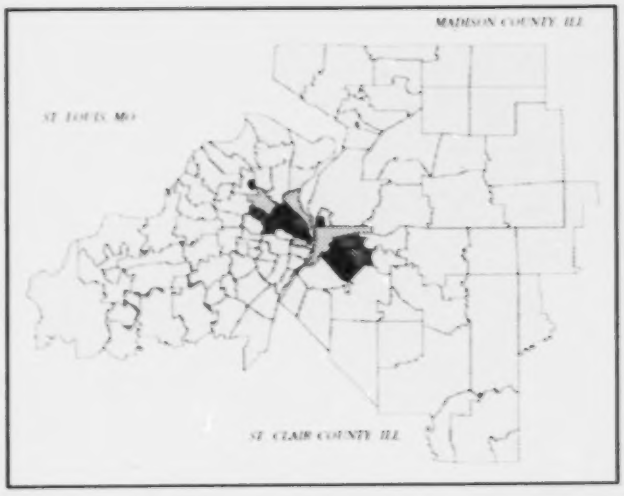
Illinois

ZIPCODE	LIVING IN RACIALLY ISOLATED SETTING
62205	99%
62207	97%
62071	95%
62059	95%
62090	90%
62203	86%
62204	81%
62201	65%

African American children living in racially isolated areas more easily become the victims of institutional discrimination and social neglect.

Measure: Racial Isolation of certain metropolitan communities
Norm: Racial isolation above the norm of 75% (norm used in many studies to indicate isolation)
Data Source: U.S. Bureau of the Census

% OF AFRICAN AMERICAN POPULATION IN RACIALLY ISOLATED ZIP CODES



% AFRICAN AMERICANS RACIALLY ISOLATED

- 0.00% to 50.00%
- 50.01% to 75.00%
- 75.01% to 90.00%
- 90.01% to 100.00%

Summary of Research Findings and Recommendations — 1993

Serious sociological risk to children is evident throughout metropolitan St. Louis. In order to reduce the risk faced by so many children in our community, our planning must be comprehensive, coordinated, culturally sensitive, and supported by all sectors of the community. The initial stages of such planning began following the first Project Respond report in April of 1991. It is now time to implement a community-wide strategy. This strategy, based on the work of numerous members of metropolitan St. Louis community, is currently being developed through the efforts of Vision for Children at Risk. Project Respond also continues to evaluate and strengthen its own pilot program (Project Respond Educational Pilot Program or PREPP) in order to better determine the most effective means of addressing the needs of middle-school children and families.

Certain areas of the community demand immediate attention to stem the rise of childhood risk. These are areas beset by high rates of teen pregnancy, child abuse and neglect, violence, and rising school dropout rates.

- **An agenda to address the needs of these children and their families must be family-focused, comprehensive, coordinated, culturally sensitive, and neighborhood-based.** The agenda must be determined through cooperative planning among neighborhood leaders, funders, political and business leaders. Federal, state, local, public and private resources must be invested.
- Because of the high concentration of births to teen mothers, inadequate pre-natal care, and low birthweight babies in some parts of the community, it is recommended that school-linked and/or **school-based primary care facilities be piloted.** These services, based on prevention models, will support pregnant and parenting teens to develop the skills needed to become both good parents and productive members of the community.
- This same agenda must also address the need of these communities to develop early **intervention strategies** to strengthen families before children become pregnant, or abused, violent, and under-educated. The human and financial cost of waiting until communities are in grave distress is simply too high.
- **In communities in transition** - those in which poverty and racial isolation have increased during the last few years - **it is important to consider prevention strategies now**. These communities can prevent the costly interventions needed in other areas by addressing problems before they cripple families and the communities in which they live.
- In these areas, communities in transition, **centers to support families with needed social and economic resources,** (eg. family counselling and job referrals,) are recommended. These centers can strengthen both families and neighborhoods to stem the problems which accompany poverty.
- Public/private job partnerships are also extremely effective in areas with recent high rates of unemployment. Without jobs, and community businesses, it is difficult to fight poverty. Those who are more able move to areas with greater economic and social resources. This leaves concentrations of unemployed and these are often areas where the problems afflicting children increase. Local communities can be significantly strengthened by **supporting small- and medium-sized business.**

- It is increasingly clear that help early in a child's life is cost-effective. In numerous areas throughout metropolitan St. Louis, there are high concentrations of young, poor children. At the state level it is critical that we work with other child advocates to assure **the full funding of the WIC (Women, Infants, and Children Supplemental Food Program)**. Good nutrition is a major investment in early childhood develop ment, in education, and in a future American workforce.

- At the local level, many sections of metropolitan St. Louis with concentrations of eligible children do not have Headstart programs. As Headstart expands over the next few years, that community leaders should work together to focus on critical areas needing **additional Headstart sites**. Community leaders and educators should work with Headstart to provide young parents of Headstart children with additional skills in working with their children, and in developing a curriculum that better meets the needs of children growing up in the 21st century.

- A **child care facility should be licensed and** many **more licensed child care slots should be created** for young children whose parents need child care in order to work or to attend school. If poor parents are to move from economic dependence on the state to the hope of employment, we need **additional subsidized child care slots.**

- All young children need primary health care, including immunizations and lead-poisoning testing. It is critical to their development, ability to learn and to assure their physical well-being. To that end, **a method for tracking the health care of children**, from birth through school age, **should be developed and implemented.**

- Because of the ways in which data are currently gathered, some information which would be helpful to area-wide planning to address serious childhood risk, is unavailable. For example:
  - Crime and violence statistics are not available by zip code or neighborhood.
  - Educational data is difficult to compare across districts and states.

  Over the next two years, that **data should be systematically collected and analyzed**, and made available in a broader variety of ways as an effective tool for community and neighborhood planning which addresses childhood risk in metropolitan St. Louis.

A Community Call to Action

In 1991, the National Commission on Children was established by Public Law 100-293 ". . .to serve as a forum on behalf of the children of the nation." The final report of this commission Beyond Rhetoric: A New American Agenda for Children and Families, highlighted the need for all Americans to give serious attention to our future. Two years later, the newly elected President of the United States is beginning to put children first in forging a social agenda. At the same time, the newly elected Governor of the state of Missouri has promised increased resources to education. At last, the call to action on behalf of children in this country is beginning to be answered.

In the St. Louis metropolitan area the call is being answered by a **major collaborative effort known as Vision for Children at Risk**. VCR began almost two years ago to begin to address some of the serious issues raised in the first Project Respond Report. Along with numerous other individual and collaborative efforts, the VCR coalition of over 100 businesses, agencies and community groups has been working together to advocate changes in public policy and find ways to improve and expand services for the at-risk children in this community.

The driving vision of VCR is that **needs of children and families must be addressed with a creative, new approach** to the delivery of services. That is, policies, programs and services which attempt to impact the lives of children and families for the better must be comprehensive, coordinated, culturally sensitive, community-based and frequently school-linked.

To realize this vision, VCR has been studying the policies affecting services to at-risk children and some of the programs in place in the community which are having success providing coordinated services. Over the past year, three task forces of professionals in their respective fields have been examining policy issues in the areas of:

- child and maternal health,
- poverty and unemployment, and
- parenting and the family environment.

At the same time, a VCR committee has been studying communities in the metropolitan area which have, or plan to develop, effective programs which provide comprehensive and coordinated services to at-risk children and families. For example, current efforts to prevent teen pregnancy, strengthen community schools, and improve the quality and quantity of licensed care for young children are based in local communities, churches and neighborhood centers. To the extent that these efforts address the needs of children and families comprehensively, they should have the support of the community at large.

The next step is to engage the St. Louis community in a dialogue about public policy and programs and to set a community-wide agenda to more effectively meet the needs of at-risk families and children. To do this, VCR is convening a panel of community leaders to review the findings of the policy task forces and the neighborhood practices to identify those strategies which are most likely to lead to significant changes and community cooperation.

Then, on May 19, 1993 at the Metropolitan Children's Summit, these proposed strategies will be presented to a group of nearly 300 leaders in the community who are concerned with, delivering services to at-risk children and families. In working groups, Summit participants will be asked to help set the strategy for a community-wide agenda and to explore concrete ways of collaborating to advance the vision of comprehensive, coordinated and community-based services for families and children in the metropolitan region.

Agenda for 1993 and 1994

The data in this report lead to roughly the same agenda as that called for by the Children's Defense Fund and the economic plans outlined by federal and state governments.

Project Respond's agenda for the next two years must include:

- collaborating with other metro-area groups for comprehensive, coordinated, culturally sensitive, neighbor hood-based, and school-linked creative planning for programs to meet the needs of children and families at serious socio-economic risk;
- promoting early intervention in assisting families to prevent problems before they become crises;
- assisting Headstart throughout the metropolitan area to increase the number and locations of sites and services for eligible children in the community;
- developing more comprehensive programs during summer months which provide children with food, recreation, tutoring, and health care to assist families during the months when children are not in school;
- developing strategies which will address the violence facing many children and families in the community;
- evaluating the Project Respond Educational Pilot Program (PREPP) to determine better how to address the needs of early teens to prevent violence, early and unwanted pregnancies, and school drop-out, as well as to strengthen families, encourage self- esteem, improve learning skills, and help young teens see themselves as contributing members of society; and
- continuing research and planning aimed at better understanding the risk facing many children and families, and working to uncover more effective, efficient, and respectful ways of addressing these.

DATA SOURCES

Sources are presented in the order in which data and maps are presented in the report.

Percent of Live Births to Teen Mothers

St. Louis Biostatistical Data Service 1990 Report. 1990 data: Resident Teenage Births,1990, City of St. Louis Department of Health and Hospitals and Resident Live Births, 1990, St. Louis County Department of Community Health and Medical Care. Original data in census tracts were recalculated to zip codes by Project Respond.

Data for Illinois were only available by County and by Cities over 10,000. These data , though available in the Project Respond Office, were not used in the report.

The national norm for Live Births to Teen Mothers in 1990 is taken from the National Center for Health Statistics.

Rate of Child Abuse and Neglect

Missouri Child Abuse and Neglect, Calendar Year 1991 — Victims by Conclusions, Incident, County and Zip Code for St. Louis City and St. Louis County, Missouri Department of Social Services, Division of Family Services.

Illinois Department of Children and Family Services, Bureau of Quality Assurance: Number of reports of victims January 1, 1991 through December 31, 1992 (As of 6/30/92). The data show the reports of incidences of abuse and neglect to children, not the conclusions.

The national norm for child abuse and neglect in 1986 was 25.2 per thousand children.

Note: Because of varying means of assessing child abuse and neglect, figures cannot be compared between states.

Hunger

Data to estimate the number of hungry children were derived from a calculation using information from the Food Research Action Committee. Numbers are strictly estimates. The formula is based on receipt of Aid to Families with Dependent Children.

Figures for AFDC payments in Illinois were from the Illinois Department of Public Aid, Karl Piepenburg, Public Information Officer. Figures are for all children receiving AFDC in January of 1992 by zip code.

Figures for AFDC payments in Missouri are from the Missouri Department of Social Services, Division of Family Services. Figures for Missouri were taken directly from the worker input files. They indicate total children in St. Louis County and City receiving payments as of April 30, 1992 by length of stay in months by zip code.

Using AFDC payments as a base, the number was increased by 5% to include the estimated number of children in families so marginalized that they are outside the social support system. The number was then increased by 17% which represents the average percentage of individuals who, at one time, have AFDC applications pending or have recently been rejected. The estimate of children for whom food is judged to be at issue, therefore, represents 122% of children who receive AFDC payments.

The national norm for hunger is based on a calculation by FRAC, the Food Research Action Committee for children under eighteen years of age.

Low Birthweight

(Infants born less than 2500 grams or 5.5 lbs.)

St. Louis Biostatistical Data Service 1990 Report. 1990 data: Resident Live Births - Low Birthweight (5.5 lbs or less),City of St. Louis Department of Health and Hospitals and Resident Live Births - Low Birthweight 1990, St. Louis County Department of Community Health and Medical Care. Original data in census tracts were recalculated to zip codes by Project Respond.

Data for Illinois are only available by County and by Cities over 10,000. These data, though available in the Project Respond office, are not used in the report.

The national norm for low birthweight infants is taken from the National Center for Health Statistics for 1990.

Late or No Prenatal Care

(No Care before the Sixth Month of Pregnancy)

St. Louis Biostatistical Data Service 1990 Report. Resident Live Births and Trimester Prenatal Care Began, City of St. Louis Department of Health and Hospitals, and Resident Live Births - No Prenatal Care, Resident Live Births - Prenatal Care Begun in 3rd Trimester, St. Louis County Department of Community Health and Medical Care. Original data in census tracts were recalculated to zip codes by Project Respond.

Data for Illinois are only available by County and by Cities over 10,000. These data, though available in the Project Respond Office, are not used in the report.

The national norm for late or no prenatal care is taken from the National Center for Health Statistics for 1990.

Infant Mortality

St. Louis Biostatistical Data Service 1990 Report. Infant Deaths, 1990, City of St. Louis Department of Health and Hospitals and Resident Infant Deaths, 1990, St. Louis County Department of Community Health and Medical Care. Original data in census tracts were recalculated to zip codes by Project Respond.

Data for Illinois were only available by County and by cities over 10,000. These data though available in the Project Respond office, are not used in the report.

The national norm for infant deaths is taken from the National Center for Health Statistics for 1990.

Access to Licensed Child Care for Parents Working Outside the Home

Availability of licensed child care for children of working parents was calculated by Project Respond. Licensed child care slots data for Missouri were obtained from the Child Licensing Unit, Missouri Division of Family Services, for slots available in January 1993. Only slots for children under six were considered.

Licensed child care slots data for Illinois were obtained from the Children's Home and Aid Society of Illinois, the Child Care Resource and Referral Service, for slots available in July of 1992.

Need for care was determined by counting children under six in single parent families with one parent working outside the home, and children under six in two parent families with both parents working outside the home. Information on numbers of children and working status of parents was derived from the 1990 Bureau of the Census — STF-3 Data for St. Louis City and St. Louis County in Missouri and Madison County and St. Clair County in Illinois .

Note: Census data for Missouri was provided by zip code from the University Information Center of U.M. - St. Louis. The University Information Center provided census data for Illinois by zip code following census tract to zip code calculations by Project Respond.

Number of Headstart Slots Needed to Serve Eligible Children

Availability of Headstart slots (space) for eligible children has been calculated by Project Respond. Sources of numbers of Headstart slots in Missouri are as follows: for the City of St. Louis, The Human Development Corporation of Metropolitan St. Louis in July 1992; for St. Louis County, The YWCA of Greater St. Louis in June 1992;

In Illinois, the Headstart data sources are for Madison County, the Madison County Family Services and Visiting Nurses Association in 1991; and for St. Clair County, Southern Illinois University at Edwardsville 1991/1992 Enrollment Information.

Eligibility is determined through calculations using the STF-3 Data from the 1990 Census. Eligibility status is calculated by age (3 and 4 year olds) and poverty level (those children below the federal poverty level).

The national norm of 25% of eligible children served by Headstart is calculated by the Administration for Children, Youth and Families, U.S. Department of Health and Human Services.

See note following the Licensed Child Care Slots regarding census data.

16-19 Year Olds Not Enrolled in School with No High School Diploma

Data regarding 16 to 19 year old civilians not in school and without a high school diploma were taken directly from the 1990 Census — STF-3 Data Allocated to St. Louis City Zipcodes and St. Louis County Zipcodes and STF-3 Data Allocated to Madison County and St. Clair County tracts.

The national norm is taken from the Bureau of the Census, Current Population Reports, "School Enrollment-Social and Economic Characteristics of Students: October 1990".

See note following the Licensed Child Care Slots regarding census data.

16-19 Year Olds Not Enrolled in School, No High School Diploma, Not in Labor Force, and Not Employed

Data regarding 16 to 19 year old civilians not in school, without a high school diploma, not in the labor force, and not employed were taken directly from the 1990 Census — STF-3 Data Allocated to St. Louis City Zipcodes and St. Louis County Zipcodes and STF-3 Data Allocated to Madison County and St. Clair County tracts.

See note following the Licensed Child Care Slots regarding census data.

Vacant Housing

Data regarding vacant units were taken directly from the 1990 Census — STF-3 Data Allocated to St. Louis City Zipcodes and St. Louis County Zipcodes and STF-3 Data Allocated to Madison County and St. Clair County tracts. Calculation of percents are done by Project Respond.

See note following the Licensed Child Care Slots regarding census data.

Single Parent Families

Data regarding single parent families were taken directly from the 1990 Census — STF-3 Data Allocated to St. Louis City Zipcodes and St. Louis County Zipcodes and STF-3 Data Allocated to Madison County and St. Clair County tracts.

See note following the Licensed Child Care Slots regarding census data.

Poverty Status for Children Under Six and Children Eighteen and Under

Data regarding poverty status of young children (under six) and all children eighteen and under were taken directly from the 1990 Census —STF-3 Data Allocated to St. Louis City Zipcodes and St. Louis County Zipcodes and STF-3 Data Allocated to Madison County and St. Clair County tracts. Calculations of percents are done by Project Respond.

National norms for poverty are taken from the Population Reference Bureau analysis of the Bureau of the Census .

See note following the Licensed Child Care Slots regarding census data.

Racial Isolation

Data regarding racial makeup of zipcodes were taken directly for the 1990 Census — STF-3 Data Allocated to St. Louis City Zipcodes and St. Louis County Zipcodes and STF-3 Data Allocated to Madison County and St. Clair County tracts. Calculations of percents are done by Project Respond.

See note following the Licensed Child Care Slots regarding census data.

Project Respond Educational Pilot Program (PREPP)

Project Respond's Educational Pilot Program (PREPP) serves approximately 25 young people 10-14 years of age. PREPP is a comprehensive after-school and weekend program. It has two primary goals: the first is to ensure that the most fundamental childhood needs of program participants are met; the second is that PREPP participants acquire basic academic skills, as well as participate in educational enrichment programs.

The underlying premise of PREPP is that children facing serious socio-economic risk need comprehensive and intensive support. The program is holistic in orientation. Project Respond uses every appropriate means to gather resources and provide services in an attempt to meet the needs of the whole child. PREPP also recognizes that children lead their lives in the context of a broader family and community environment. Program efforts are directed to meeting the needs of children in—and through—their families and neighborhood communities.

PREPP uses a comprehensive "case management" approach. After assessing the needs of each child, an individualized plan is developed for addressing those needs. PREPP does not attempt to provide directly all the services and supports needed by its young participants. Many problems are addressed by linking children and their families with the services of existing agencies and programs.

The PREPP program is staffed by a director, educational specialist, and social worker. A number of volunteers are involved in program operations. The Progressive Youth Center works with PREPP in operating the program's parental involvement component .

A formal evaluation of the Project Respond Educational Pilot Program is currently being conducted.

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Project Respond

Project Respond is a research, advocacy, and direct service organization addressing the needs of metropolitan St. Louis area children facing serious socio-economic risk. Respond focuses on children who are at risk primarily because essential childhood needs are not met. Meeting such needs is so fundamental to the well-being of children, they are frequently asserted as childhood rights. Serious socio-economic risk to children arises in areas that include parenting and family environment, basic material needs, health care, child care and developmental enrichment, basic education, community environment, poverty, and racism.

In April 1991, Project Respond issued a report, *Addressing the Needs of St. Louis Children at Risk*. The report offered a preliminary overview of serious socio-economic risk to children in the City of St. Louis. The current report is an update of Project Respond's 1991 publication. It provides a detailed analysis of socio-economic risk to children and families in the four core counties of the St. Louis metropolitan area. The research was carried out with the Public Policy Research Centers at the University of Missouri - St. Louis.

The *Vision for Children at Risk (VCR) Collaborative* was formed in response to Project Respond's 1991 report. VCR is a broad-based community collaboration addressing the needs of "at-risk" children and families. The goal of VCR is to develop and implement a comprehensive, coordinated metropolitan agenda addressing serious risk. The collaboration involves representatives of more than 100 St. Louis community organizations, businesses and service agencies. Project Respond played a lead role in developing the VCR collaboration and provides primary staff support for its operations.

Project Respond also operates a direct service program, *Project Respond Educational Pilot Program (PREPP)*. The *PREPP* program is described above.

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